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**DEVELOPING CONTINUING PROFESSIONAL DEVELOPMENT  
(CPD) LEADERSHIP IN FURTHER EDUCATION (FE)**

by

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**A thesis submitted to**

**The University of Birmingham for the degree of**

**DOCTOR OF EDUCATION**

**School of Education**

**The University of Birmingham**

**March 2015**

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## **ABSTRACT**

This study develops understandings of CPD leadership development in an FE college in Cambridgeshire through an exploration of the practices and perspectives of CPD and senior leaders. The research methodology used semi-structured interviews to capture accounts of the experiences and perspectives of ten CPD leaders and seven Senior Management Team members (SMT) as they described their perceptions and interpretations of the term CPD, their individual roles and responsibilities, how CPD leaders were supported in their professional development and finally the challenges and barriers they encountered while carrying out their CPD leadership roles.

The participants were selected on the basis of their particular knowledge and experiences. I was well placed to identify the key CPD leaders at the college who were able to provide relevant, appropriate and richly contextualised narratives about their CPD leadership development, which would not be available from other participants. I was also able to identify SMT members who were influential in college policy development and heavily involved in CPD and CPD leadership development.

The findings show that CPD tended to be implemented at the college on an ad hoc basis, and seems to assume a distributed leadership style. Despite the distributed modes of leadership that appeared to underpin implementation of CPD across the college, decisions about the content of CPD provision tended to be shaped by institutional priorities identified by members of the senior management team. CPD leaders and teachers appeared to be excluded from the process of CPD planning and policy development.

The data from my research suggests that the role of CPD leader is a complex one that does not lend itself to a prescribed or standardised approach; however establishing a common CPD leadership job description specifying key responsibilities and skill sets would contribute to a more strategic and coherently planned approach to CPD at the college. CPD leaders would seem to have a key role to play here but little is understood about the role of CPD leaders in working at the intersections between SMT members and staff in promoting high-quality CPD. Such a CPD leadership role is challenging and those that fulfil the CPD leadership role need adequate professional development support. Clarifying the challenges and support associated with CPD leadership is a key focus of this research.

The data from the research suggests that the main challenges CPD leaders faced in carrying out their roles were commonly cited as lack of time and money, combined with the often resistant attitudes of teaching staff towards training, and the lack of feedback on training sessions.

Arising from the analysis of data a framework for enhancing the quality of CPD leadership development is proposed. The findings of this study contribute to empirical understanding of effective CPD leadership development, particularly with reference to CPD leadership practices and policy development in the FE college under study.

## **ACKNOWLEDGEMENTS**

Grateful thanks and appreciation go to the ten Continuing Professional Development (CPD) Leaders, and to the seven members of the Senior Management Team (SMT) in the college who agreed willingly to give up valuable time to be interviewed and to be part of this research. It would not have been possible to undertake this research without their help and cooperation. Special thanks to Alan [REDACTED], Head of Engineering at the college for his support, constructive comments and for maintaining an interest in my research. Thanks too to my colleagues who have always maintained an interest in my research over several years. I would also like to thank my supervisor Dr Chris Rhodes and my second supervisor Dr Thomas Bisschoff who supported and facilitated the final stages of my journey, also he challenged my thinking, and was generous enough in giving his time to keeping me on track and ensuring I reached the end. Not forgetting my father and mother for believing in me and teaching me the value of hard work. Finally my deepest gratitude and affection go to my wife for her continued support and encouragement throughout my research, also to my children for their tolerance during my sleepless nights.

Bassam Omar

March 2015

## **LIST OF ABBREVIATIONS**

<b>Abbreviation</b>	<b>Meaning</b>
ATLS	Associate Teacher Learning and Skills
BERA	British Educational Research Association
BTEC	Business and Technology Education Council
CEL	Centre for Excellence in Leadership
CPD	Continuous Professional Development
CQL	Curriculum Quality Leaders
DBIS	Department for Business Innovation and Skills
DIUS	Department for Innovation, Universities and Skills
DfEE	Department for Education and Employment
DfES	Department for Education and Skills
ED	Executive Director (of the local LSC)
EdD	Doctorate of Education
ERIC	Education Resource Information Centre
FE	Further Education
FEFC	Further Education Funding Council
FHE	Further and Higher Education
FENTO	Further Education National Training Organisation
GTC	General Teaching Council
HMI	Her Majesty's Inspector/Inspectorate
HNC	Higher National Certificate
ICT	Information and Communications Technology
IfL	Institute for Learning
ILM	Institute of Leadership and Management

ILTCT	Information Learning and Communications Technology
LEA	Local Education Authority
LLUK	Lifelong Learning UK
LSC	Learning and Skills Council
LSDA	Learning and Skills Development Agency
LSIS	Learning and Skills Improvement Service
MA	Master of Arts
NIACE	National Institute of Adult Continuing Education
NCSL	National College for School Leadership
OECD	Organisation for Economic Co-operation and Development
Ofsted	Office for Standards in Education
PD	Professional Development
QIA	Quality Improvement Agency
QTLS	Qualified Teacher Learning and Skills
SMT	Senior Management Team
TEC	Training and Enterprise Council
TSC	Training Standards Council
UNESCO	United Nations Educational, Scientific and Cultural Organisation
WBL	Work-Based Learning

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## **CHAPTER 1 INTRODUCTION**

'Whilst recent key reports and policy makers place improved leadership and management at the heart of a new discourse of FE, there exists little research into the knowledge, skills and experience that FE leaders require in order to take the new discourse forward' (Foster, 2005).

### **1.0 Introduction**

I wanted to find out through this research whether college provision of CPD was systematic and carefully planned across the college or merely ad hoc, lacking a coherent overall direction, strategic approach and purpose and only promoted sporadically. I also wanted to know what balance between institutional priorities and the CPD needs of individual staff members was established in college CPD provision; in other words, how close was the alignment of college CPD provision to the individual learning and professional development of staff at the college.

Furthermore I was interested in the extent to which lecturers and middle leaders were included in policy development and review processes or whether such opportunities were reserved for the senior leadership team. If it was the senior leadership team that was mainly responsible for CPD policy and practice at the college, I wanted to find out how college CPD policy and institutional priorities linked and responded to the individual professional development needs of staff. Closely related to this was the question of how far the CPD leadership role of providing opportunities for staff to inform and critique policy development was being fulfilled at the college.

Unfortunately the particular focus of professional development support for CPD leaders has been under-researched and so little is understood about effective kinds of professional development support that CPD leaders need in order to carry out their role in FE college settings well. CPD leadership at the college under study tended to be distributed amongst colleagues who all had other quite different leadership roles, for examples some were curriculum quality leaders, others were course tutors, assessors or ILCT champions: this diversity among the body of CPD leaders would indicate a diversity of professional and leadership qualities, attributes, experience and expertise.

Thus questions arise as to how much diversity was being realised as a resource for promoting development of CPD opportunities and processes that were relevant to different groups, while also articulating clearly closely the institutional priorities of the college. The distribution of CPD leadership amongst a group of colleagues who had a diversity of other roles to fulfil was arguably helpful in enacting the effectiveness of the CPD leadership role of negotiating the CPD needs of different groups of staff, especially where these related to subjects that individual teaches and the college's institutional priorities and direction.

## **1.1 Introducing the college context**

The research was undertaken in an FE college in Cambridgeshire where I had been teaching since 1988. It is one of the largest providers of full-time further education for 16 to 19 year-olds in the region, with 450 teaching staff, there were 300 Full time staff and 150 Part time as well as 175 support staff. There were 4,000 full-time and 6,000 part-time students. Over 80 per cent of full-time students were aged 16 to 18

years and had come to the college after secondary school; the rest were mature students, studying on a range of Access to Higher Education and vocational programmes. The college attracted British learners from a 50 mile radius; it was also very popular with overseas students studying English and other disciplines.

Students were studying courses that ranged from basic certificates to higher national diplomas in the following areas, engineering, construction, motor vehicle, business and enterprise, catering and hospitality, health, social care and child care, hairdressing, and travel and tourism.

The research was focused on CPD leadership development which was achieved through my job in the college. I had taught a variety of courses and a variety of subjects: BTEC Level 1, Level 2, Level 3 and Level 4 in engineering, where Level 1 is the entry level and Level 4 is Higher National Certificate (HNC) courses. My duties also involves managerial and leadership roles in the Engineering Faculty.

I was involved in the development of my management and leadership role, having taken on numerous roles in management and leadership such roles as course tutor for the Higher National Certificate in Electrical and Electronic Engineering (HNC), and head of electronics engineering in the college, with responsibility for the professional development of staff, also Enterprise Champion. These roles involved a personal and professional learning journey through sometimes new and unfamiliar territory. The research strengthened my skills, and improved my deep understanding of CPD leadership development.

## **College CPD policy and the range of CPD opportunities available to staff at the college:**

The college was committed to providing opportunities for all directly employed staff within the college to undertake continuing professional development. SMT members recognised that it was important for staff to have the opportunity to keep up to date, to have access to knowledge and skills which would enable them to do their job and to gain satisfaction from their own self-development.

Teaching staff were required to complete a CPD log to meet IfL requirements. The college supported staff by providing opportunities during designated staff development days for teaching staff to update their CPD log online with the Institute for Learning (IfL). The college needed to review its CPD policy regularly to keep it up to date, as IfL had ceased operating on 31 October 2014. It was anticipated that staff would update their CPD log, to record what they had done and what they had learned and put into practice, as well as an evaluation of the impact of their learning. The line manager's role was to actively support staff in undertaking appropriate continuing professional development and ensuring that it was in line with their best interests.

College policy and the range of CPD opportunities available to staff can be found in Appendix G. The college listed different CPD opportunities and in fact the majority of activities were in-house due to the high cost of other activities, thus only a few external activities tended to take place.

The next section discussed the college definition of CPD, criteria for CPD activities, criteria used to select CPD leaders, and finally the new government regulation which was introduced in September 2007, the compulsory 30 hour CPD for ever full time teacher in FE.

- a) The college defined CPD as any activity undertaken for the purposes of updating knowledge or developing skills to perform the job. The college definition of CPD was similar to Day and Sachs's definition of Continuing Professional Development (CPD) which refers to 'all the activities in which teachers engage during the course of a career which are designed to enhance their work' (Day and Sachs, (2004:3). The college defined the term broadly and somewhat vaguely; it considered that any activity attended counted toward CPD. This definition allowed the staff flexibility to achieve the 30 hours and this could be done without attending all the required hours as face-to-face learning. I see a key feature of CPD as any activity that promotes growth in pedagogic subject knowledge and skills among teachers that leads to a positive impact on the quantity and quality of learning opportunities available to students.
- b) CPD activity should meet individual, college, industry and government needs, with this being based on good practice, helping to raise learners' achievement and related to growth in the knowledge and skills of teachers. This effective use of available resources was particularly relevant in terms of meeting the challenges of change and updating of machinery in workshops, and Information and Communication Technology (ICT).



- C) It appears that there was no explicit set of criteria used to select CPD leaders apart from the quality of their teaching. The role of CPD leaders was challenging and the complexity and the range of tasks which they were expected to carry out had increased significantly, therefore it was important for CPD leaders to be supported and to be helped to meet the demands made on them, particularly in relation to the requirement for 30 hours of CPD for all teachers. There was an absence of a clearly defined CPD leadership role and importantly an absence of reference to the kind of negotiation which was necessary between SMT members and staff at the college in striking an optimal balance between organisational priorities and the PD needs of different individuals and groups of staff.
- d) Since September 2007, new government regulations had made it compulsory for every full-time teacher in FE to complete a minimum of 30 hours of CPD every year and to maintain an annual record of all CPD they had undertaken. The college responded by introducing a college policy document regarding CPD (see Appendix H). The following were included in the college policy document: a statement of the college's commitment to CPD, definition of CPD, list of CPD activities, responsibilities of the college in providing CPD and of staff to participate in CPD, and the provision of time to undertake CPD. In line with the new statutory requirements for teaching staff, the college was committed to providing Full-time staff with opportunities to undertake a minimum of 30 hours continuing professional development. Five professional development days were available for teaching staff and this was required to be linked to their role as a teacher at the college.

## **1.2 The research questions**

A review of research into CPD leadership development in FE produced a range of significant questions, of which the following proved crucial to this research:

1. What are the CPD leaders' perceptions and interpretations of the term CPD?
  - What are the individual roles and responsibilities of CPD leaders?
  - How are CPD leaders supported in their professional development?  
Why do CPD leaders find some types of support are more effective than others?
  - What are the challenges and barriers which individual CPD leaders face in carrying out their individual roles?

The research questions reflect my interest in understanding the development of CPD leadership in an FE college from the perspectives of different CPD leaders. A case study at an FE college was chosen, to give them the opportunity to represent their individual perspectives on, and their experience of their own development as CPD leaders and to reflect on the support that they had received from their line managers and from the organisation.

The rich case-study data contributed to the understanding of CPD leaders as the analysis of the data revealed the individual perspectives of ten CPD leaders. The questions were based on assumptions about the range of demands and level of complexity involved in leading CPD, especially CPD that aimed to be relevant to the contexts and challenges that FE college teachers face on a routine basis. The questions were also responsive to the importance of recognising that FE itself is a complex and ever-changing sector. In particular the questions were aimed at shaping a research study that would inform decision-makers about the challenges,

responses and perceptions of leaders and teachers with regard to the introduction of CPD in FE colleges in September 2007.

### **1.3 Research design**

This research sought to explore the development of CPD leaders in an FE college. Yin (2005) states that 'a case study is appropriate when the researcher wishes to illuminate a particular situation in order to get a close, in-depth and first-hand understanding of it', (Yin, 2005:381). Yin, (2003) has also stated that 'it is necessary for researchers to define the unit of analysis, (Yin, 2003: 23), that is, the case for a case study, and the case for this research was 'The development of CPD in leaders in an FE college in Cambridgeshire'. In addition Yin, (2003) defines a case study as 'the preferred strategy when how or why questions are being posed, when the investigator has little control over events, and when the focus is on a contemporary phenomenon within some real-life context', (Yin, 2003:5).

This approach is consistent with the aim of the research which was to understand the how and the why of CPD leadership development. The research questions reflected the development of CPD leadership in an FE college, with how and why questions as shown below:

How are CPD leaders supported in their professional development?

Why do CPD leaders find some types of support are more effective than others?

I developed an open-ended exploratory enquiry aimed at providing the widest scope in order to amplifying the points of view, thinking and personal experience of those involved in CPD leadership.

Thus the empirical part of this research was a qualitative research study that drew mainly on the perceptions of the participants on leadership development, and additionally was supported by findings from an initial pilot study, in which the interview consisted of five participants, three of whom were CPD leaders from the Faculty of Engineering and the other two of whom were SMT members from the Education Department.

Various research methods were considered and critically examined in order to establish which method would be most suitable. The method proposed for this research was the semi-structured interview, which proved to be a valuable tool, whereby participants were given the opportunity to talk freely about their individual experiences while analysing the development for their individual CPD leaders' role.

Semi-structured interviews require a high degree of planning and preparation since the purpose of interviewing, according to Patton (2003), is 'to allow the researcher to enter into the other person's perspective' (Patton, 2003: 341).

Denscombe (2007) also adds 'With semi-structured interviews, the interviewer still has a clear list of issues to be addressed and questions to be answered, the answers are open-ended, and there is more emphasis on the interview elaborating points of interests' (Denscombe, 2007: 176).

#### **1.4 Focus and aim of the research**

The research reported here was undertaken to explore how CPD leaders had developed in the college, their individual understanding of the term CPD, how they

were supported, and why individual CPD leaders considered some activities were more effective than others. It is also sought to discover how some different CPD leaders made sense of their CPD leadership roles, and what kind of challenges individuals faced while fulfilling the role of CPD leader. The study aimed to enhance the understanding of CPD leadership development by identifying how individual CPD leadership roles and responsibilities were constructed, and which types of training and professional development were viewed by CPD leaders as useful for their subject teaching.

The research was focused on the needs of individual CPD leaders, with a particular emphasis on their training and professional development. A further aim was to generate relevant findings to assist the college in taking forward its CPD leadership development strategy, and also to inform other providers in the FE sector. The research has considered how CPD leadership at strategic and leadership levels could be best developed and effectively supported, as well as how to identify and address training needs, how internal and external training interventions had contributed to CPD leadership development, and what factors in organisational climate and culture were significant in enabling or promoting CPD leadership development. These findings may be able to help CPD leadership to meet the challenges of the changes in the FE sector, and enable them to further reflect on their own experiences.

Leedy and Ormrod (2001) state that, 'The purpose of the study is to understand an experience from the participants' point of view'. (Leedy and Ormrod, 2001:157). The focus was on the participants' perceptions of their CPD leadership development

through their individual experiences. Creswell (1998) points out that 'the essence of this study is the search for the central underlying meaning of the experience and emphasise the intentionality of consciousness where experiences contain both the outward appearance and inward consciousness based on the memory, image, and meaning', (Creswell, 1998: 52). The difficulty in the case of this study is that the researcher usually has some connection, experience, or stake in the situation so bracketing, setting aside all prejudgments was required.

### **1.5 Justification for the research**

A growing number of studies have been carried out on leadership in post-compulsory education in the past decade, including those by Briggs,(2005); CEL,(2004); Frearson, (2003a, 2003b); Gleeson, (2001);Gleeson and Knights,(2008); Goddard-Patel and Whitehead,(2000); Hill,(2000); Jameson,(2006, 2007);Jameson and McNay,(2007); Kerfoot and Whitehead,(1998); Leader,(2004); Lumby,(2001, 2003a, 2003b);Lumby, Harris, Briggs, Gloer and Muijs,(2005); NAO,(2005); Randle and Brady,(1997); Shain and Gleeson,(1999); Simkins,(2000, 2003, 2005) and Simkins and Lumby,(2002).

CPD leaders of FE colleges in the UK face a challenging, demanding and constantly changing environment: they are expected to respond to national government requirement, such as the Foster report (DfES, 2006b) 14-19 Education and Skills, and the FE White Paper: Raising Skills, Improving Life Chances (DfES, 2006a). The challenges and the changes in the FE sector started when the 1992 Further and Higher Education (FHE) Act granted FE institutions their independent corporate

status. In this, FE colleges were considered corporations and governed by non-elected boards drawn mainly from business and industry.

Hooper and Potter (1997) state 'the rapid and continuous rate of change in today's society is having a fundamental effect on leadership and management in education', (Hooper and Potter, 1997:23).

Lumby and Simkins (2002), conclude in their research that: 'Government initiative have led to widespread pressure on leaders in further education', (Lumby & Simkins, 2002: 19). While Lumby (2003a) summed up the limited nature of leadership research in the sector by expressing concern that research on leadership in colleges had by (2003) had a limited focus on individual leaders, government policy and the power of leadership. Lumby (2003a) adds that: 'two dimensional oil painting had been produced, when what was required was a more complex and nuanced analysis of a three-dimensional moving hologram (Lumby, 2003a: 291). Lumby's views leadership research and development in the learning and skills sector could be expanded and enriched was generally shared.

Effective teaching and learning depends on a number of factors and many of them can be affected by clear and focused leadership. The best leaders can influence the selection of teachers, facilitate their subsequent growth and development through CPD and performance review, and can organise an environment in which teachers are able to give of their best.

Lavonen and Krzywacki-Vaninio (2008) state 'high quality teachers and teacher education are considered key factors in determining high outcome' (Lavonen and

Krzywacki-Vaninio, 2008: 22). They added 'to achieve such consistently high levels of achievement, policy makers and practitioners in England need to view the role of teachers, their lifelong learning and career development as key priorities', (Lavonen and Krzywacki-Vaninio: 2008:23)

CPD leaders must have some quality to be able to lead the college through these changes. Hartley and Hinksman (2003) state that: 'leadership development requires a focus on structure and system as well as people and social relation' (Hartley and Hinksman, 2003:17).

Tusting and Barton (2006) added that 'there is a movement away from the individual towards the emergent and collective which this might be achieved through distributed leadership' (Tusting and Barton, 2006:13).

Guest (2004) states 'It is easy to assume that CPD is just a matter of attending training courses on the job. This is certainly one aspect, but there are many more CPD activities which can include on-the-job training, open learning, short courses, conferences, seminars, workshops, self-study, preparing and making presentation, and being a coach or mentor. (Guest, 2004:22).

Fink and Resnick (2001), Ofsted (2000) and Englefield (2001) emphasise on the importance of professional development programmes and courses that include sharing good practice, provided peer learning, as well as the effective training through the use of external providers.



The Office for Standards in Education (Ofsted) clearly sees a link between the quality of teaching and effective leadership. For example, the annual report for 2008/09 states that 'There is a close link between the judgements for leadership and management, overall effectiveness and the capacity to improve' (Ofsted, 2009: 3).

Also the report for 2009/10 gives more detail about the importance of the leadership role in improving teaching and of the success rate of learners. The outcome is shown clearly, particularly in relation to the 16 colleges that had improved since their previous inspection by Ofsted, (2009/2010). And the report adds 'in these colleges, excellent leadership and management had galvanised staff and students around a shared vision and a commitment to raising outcomes and aspirations. There was a clear focus on improving the quality of teaching and learning, reinforced in some cases by lesson observation and targeted professional development. Robust performance management and accurate self-assessment systems had been informed by the good use of data. The involvement of leaders at all levels and close attention to the views of learners both contributed strongly to improvement', (.Ofsted, 2009/2010: 5).

It can be argued that the study of CPD leadership development in FE is both timely and relevant for the following reasons: firstly, there is not enough research about CPD leadership development in the FE sector compared to that on CPD leadership development in schools and universities. A Learning and Skills Development Agency (LSDA) report conducted by Sawbridge (2000) states 'there is little in the way of published research or evaluated practice to support effective CPD leadership development in further education. Our understanding of what works in educational

leadership is drawn largely from research in the schools sector. We need to conduct a research programme that focuses equally on the characteristics and nature of leadership, and on the processes of leadership in colleges' (Sawbridge, 2000:12).

Kerfoot and Whitehead (1998) add 'most studies of education leadership have tended to focus on primary, secondary, or higher education. This has led to a neglect of Further Education (FE) which some have described as the Cinderella Sector', (Kerfoot and Whitehead, 1998: 24).

Secondly, CPD has been the subject of increasing interest on the part of researchers and government as the changes to CPD in FE colleges have signalled a new era. DfES, (2007) requires teachers 'to complete a minimum number of hours of CPD every year', (DfES, 2007, regulation 4). This indicates the clear recognition by the government of the value of CPD in FE. There is growing recognition too of the importance of CPD leaders in optimising alignment between the needs and experiences of individual FE teachers and college-wide improvement priorities. Balancing individual and organisational priorities and needs is a key strategic challenge and one which requires high-quality CPD leadership.

Optimising the quality of CPD opportunities is an important and related CPD leadership challenge. Department for Education and Skills (DfES) requirements seem to emphasise quantity rather than quality of CPD; but CPD leaders are concerned with quality, both in terms of adequately addressing the individual needs of teachers and also in ensuring coherence between CPD and college aims and priorities. As mentioned above, establishing such coherence is an important CPD leadership challenge and purpose.

## **1.6 An overview of the literature**

Strong management and leadership are crucial to the drive for all providers to improve quality (FE White Paper 'Raising Skills, Improving Life Chances', DFES, 2006a). There is considerable debate between scholars and researchers about whether or not leadership can be taught. What is apparent, however, is that individuals and groups can be supported in identifying, understanding and developing their leadership skills and thus in learning to lead others. The development of leadership ability is an ongoing process and, as with other skills, needs to be identified, planned, practised and supported. Development starts with the diagnosis of what needs to be developed and with an understanding of the types of development available to support that learning. Achieving this may not be through taught programmes but through a variety of other methods, such as participation in action learning, work-based learning, shadowing or mentoring.

Lumby, (2006) states 'there has been a strong increase in interest in leadership development in recent years, not least in the learning and skills sector' (Lumby, 2006: 87).

The role of CPD leaders in FE colleges is to ensure the efficient and effective delivery of the CPD policy. It has become increasingly important for professional bodies to demonstrate that they have a strategic policy and effective structure for CPD in order that their members maintain their skills and competence, and are able to respond to a demanding and changing work environment, and that clear links are established between the institutional goals of the college and the CPD practices of, and opportunities for individual teachers and CPD leaders.

In the United Kingdom, all professions need to be able to respond to the government's agenda for lifelong learning (DfEE, 1998) and to provide assurance to the public that professionals are accountable, efficient and effective (Rapkins, 1996; Woodward, 1996). There is agreement that initial education is not sufficient on its own to equip individual professionals with the knowledge and skills needed for a lifetime's employment.

Therefore the introduction of CPD in FE colleges may help staff to improve their knowledge and give them the tools to deal with ever-demanding change in the education system. Any programme for CPD leadership development should be designed to assist participants in developing the knowledge, skills, strategies, attitude and aspirations to become CPD leaders who will be equipped with knowledge to support the CPD of their staff, which may in turn lead to improvement in students' learning. Senior teachers in the college faculties are expected to fulfil the CPD leadership role, with the aim of developing a comprehensive programme to support academic staff in their professional development in relation to learning and teaching.

## **1.7 Selecting participants**

I have followed Maxwell's (2005), suggestion of using purposeful sampling in which persons are 'selected deliberately in order to provide important information that cannot be gotten as well from other choices', (Maxwell 2005: 84). I have combined my purposeful sampling with reputational selection, following Miles and Huberman's

(1994), suggestion regarding the selection of participants 'participants chosen on the recommendation of an expert or key informant' (Miles & Huberman, 1994: 28).

I decided to use the same sampling strategy with all departments. Because I had worked in the college for more than 25 years, and I knew most of teaching staff, CPD leaders and SMT members, I was well placed to identify the key CPD leaders who would be able to provide relevant, appropriate and richly contextualised information about their individual development that will not be available from other participants.

## **1.8 Ethical issues**

This study was carried out with highest importance placed on ethical considerations. The guidelines from BERA (British Educational Research Association), Revised Ethical Guidelines for Researchers, which was revised in 2011, was used as the compass to maintain an ethic of respect for the person, knowledge, democratic values, the quality of educational research and academic freedom in this study.

The participants in the study were consulted and their informed consent sought before carrying out the research, and they were provided with ethic statement and a letter of permission sees Appendix A. This was done on a voluntary basis and participants understood and agreed to their participation without any duress. They were informed about the purpose of the study and the extent of their involvement as participants.

They were given adequate information on the process of the study and an explanation about the necessity of their participation as serving leaders and SMT members. They were also informed about the utility of the findings in the study and to whom it would be reported. Verification was also sought from the participants regarding their responses after the transcribing process. They were informed about the final study and were given access to it.

The participants were accorded the right to withdraw at any stage of their involvement in the study. They were assured of privacy and their views and responses are reported anonymously. They were assured of total confidentiality and anonymity in the treatment of their data. This was to ensure that they responded as honestly as possible with regards to the subject of study and would not feel intimidated at any point for having expressed their views.

In this study, as the researcher, I proposed to make the best of my involvement in the research, while protecting it from any apparent and purposive biases. My role and background was that of a teacher and BTEC course leader for Level 3 and Level 4 in Electrical and Electronic Engineering courses.

I had been working for the college since 1987, thus I believed that I had a good understanding of the college management system, but I nevertheless approached this research with an open mind. I ensured that all the data which were collected from the participants would be treated with the utmost confidentiality and that their identities would be safeguarded.

This, hopefully, enabled them to express their views in a more comfortable way. On the other hand, I also used my own knowledge and experience in education to gain a better understanding of their views and perceptions. I was to empathise about them during their training; also my experience helped me to capture the interpretations embedded in their perceptions of the programme. This was achieved by assuming the etic approach of an insider who understood the value and culture of the subject.

My role as a researcher could be considered an advantage rather than a hindrance, which is in accordance with Denscombe (2003), who asserts that 'the researcher's self should not be regarded as a limitation to the research but as a crucial resource' (Denscombe, 2003: 269). Permission was granted to carry out the research by the principal, associate principal, ten CPD leaders, and seven SMT members, including the Head of Engineering.

## **1.9 Reporting the findings**

The findings of the research were grouped into themes relating to the research questions, and quotes from the participants were used to support the discussion. The purpose of the findings was to illuminate the development of leadership in an FE college by gaining an understanding of leaders' roles and their practices in identifying their needs and how they were supported.

The research provided unique data, which I will make a significant contribution to the knowledge and understanding of leadership development in FE, and the thesis contains material which has already been considered worthy of publication. A

conference paper entitled 'Developing CPD Leadership in FE', was presented on 5<sup>th</sup> July 2008 at the University of Birmingham students' conference, and an updated paper on CPD leadership development in FE was presented at the University of Cambridge on 5<sup>th</sup> June 2009. My findings were reported to the participants and SMT members, which gave them the chance to present their feedback and comment on my findings and the interpretation of the data, and to let me know if there were any recommended changes to my presentation of these findings. The college may benefit from the findings of this research, which provides a comprehensive study of its CPD leadership development. These results have also been reported to all participants in the research, to my supervisor, and to both the internal and the external examiners.

### **1.10 Structure of the thesis**

The thesis is divided into six major chapters:

Chapter 1: An introduction provides an overview and presents the background to the context and purpose of the thesis. It introduces the subject area and briefly summarises the literature that has influenced the research.

Chapter 2: This explores in greater depth the field of knowledge as seen in the current literature. It provides a review of the literature on policy and government changes in the last 25 years, the definition of CPD, characteristics of CPD leadership, and the role of CPD leadership, professional development and training programmes and the barriers and challenges for the CPD leadership role. From the information obtained from the literature review, the main research objectives were



identified and the parameters of the research method emerged using semi-structured interviews with ten CPD leadership and seven SMT members in an FE college.

Chapter 3: The approach using qualitative methodology was considered the best research design for this type of study, the aim of which was to collect information from real settings and in a local context. Semi-structured interviews were used to facilitate data collection.

Chapter 4: This chapter is entitled Research Findings and is based on the views of CPD leadership and SMT members regarding CPD leadership development, definition of CPD, college policy on CPD, their understanding of individual CPD leadership roles and practices and the challenges and barriers facing CPD leadership in carrying out their roles effectively.

Chapter 5: This chapter is entitled Discussions of Findings; it presents the results of investigations and analysis from the literature review, as well as the semi-structured interviews with the participants.

Chapter 6: This chapter is entitled Conclusions and Recommendations. This chapter makes links with previous relevant research literature, highlighting where similarities and differences exist between the research findings of my study and that of other researchers in the field of CPD leadership development in FE this field.

## CHAPTER 2

**Literature review:** Developing CPD leadership in FE

### 2.0 Introduction

This chapter presents a systematic review of the literature which is related to the development of CPD leadership in FE. A questioning and critical approach was used whilst reading the literature, which is related to the following research questions:

1. What are the CPD leaders' perceptions and interpretations of the term CPD?
2. What are the individual roles and responsibilities of CPD leaders?
3. How are CPD leaders supported in their professional development?  
Why do CPD leaders find some types of support more effective than others?
4. What are the challenges and barriers which individual CPD leaders face in carrying out their individual roles?

The chapter is divided into the following sections:

- Conducting the literature review;
- Policy and government changes in the last 25 years;
- Literature review related to research question 1;
- Literature review related to research question 2;
- Literature review related to research question 3;
- Literature review related to research question 4;
- Theory and conceptual framework and summary.

## **2.1 Conducting the literature review**

Searches were made of online databases using the following key terms: leader, leadership development, CPD, FE, CPD leadership. The focus was on CPD leadership development in the FE sector. The search review process drew on a variety of sources:

- Government documents and other relevant websites, including the Institute for Learning (IfL) documents, Centre for Excellence in Leadership (CEL) reports, Learning and Skills Council (LSC), Lifelong Learning UK (LLUK) , Department for Education and Employment (DfEE), Department for Education and Skills (DfES), Department for Business Innovation and Skills (DBIS), Further Education National Training Organisation (FENTO), Her Majesty's Inspectorate (HMI) reports, Office for Standards in Education (OFSTED) report, Kennedy report, (1997), Foster reports (2005), Lingfield report (2012), Leitch report(2006, 2010,2011,2013), and Wolf report (2014).
- College documents, including prospectuses, Senior Management Team meeting reports, and Ofsted reports for the last 12 years.
- Books and journal articles found by searching the online University of Birmingham e-resources directory, and by consulting the Education Resource Information Centre (ERIC), Emerald, Swetswise and Ingenta.
- The Journal of Further and Higher Education.
- The International Journal of Leadership in Education.
- Research in Post-Compulsory Education.
- I have also drawn on the work of the following authors who have written comprehensively about FE leadership development: Alma Harris, Ann Briggs, Daniel Muijis, Jackie Lumby, Paul Martinez, Kevin Orr and Helen Mitchel.

In order to make the task manageable, the research was limited to studies which had been published from 2000 onwards. In total, 350 titles and abstracts were retrieved and subjected to a full critical review in order to establish their relevance to the aims of the study and to answer the research questions; the following reviewed titles comprised that:

- Had a focus on CPD leadership development in FE.
- Referred to CPD in FE.
- Explored the role, characteristics and challenges of CPD leadership in FE.

The full literature of the 25 studies which were retrieved were subjected once more to critical review which stipulated the studies should include:

- Detailed information on CPD leadership development in FE;
- A clear description of CPD leadership development in FE;
- Evidence to attempt to establish the validity and reliability of data on which the study was based.

It was hoped that the research review could yield some insights into the development of CPD leadership in the FE sector. This would inform the focus, the perspective and the context of the research.

In the last 25 years the FE sector has been overwhelmed with new policies and reforms aimed at improving the quality of teaching. The following are some of the changes which have affected the FE sector:

## **1990 -1997 Conservative government (John Major era)**

### **1992 Further and Higher Education Act:**

- Incorporation of colleges: the introduction of local management of colleges and independence from local authority control.
- The Further and Higher Education Act (1992) provided for the creation of an unelected quango, the Further Education Funding Council (FEFC).
- Colleges transformed into independent autonomous organisations, with every FE college being placed under the control of a board of governors.
- The introduction of estate offices to look after maintenance of college buildings.
- Creation of HMI, an inspection regime for FE colleges.

Robson, (1998) states 'the further education teaching profession is currently in a state of crisis. After decades of official neglect, the Further and Higher Education Act (1992), the first major legislation to focus directly on Further Education (FE) since the war, has significantly raised the profile of the sector, but it has so far done little to improve the standing of the professional group, as a whole'.(Robson, 1998:585)

## **1997 – 2007 Labour government (Blair era)**

**1997** Kennedy report: reviewed under-participation in FE.

**2000** The Learning and Skills Act 2000 established the Learning and Skills Councils (LSC) for England and Wales, allowed City Technology colleges to be named City Academies. The Labour Government replaced the FEFC with the LSC.

**2001** DfES: Education Department renamed the Department of Education And Skills.

- 2001** OFSTED and ALI (Adult Learning Inspectorate) replaced the FEFC (Further Education Funding Council), and become the council to ensure the quality and accountability of teaching and learning in the FE sector.
- 2002** Green Paper 14-19: referring to extended opportunities, raised standards, set out proposals for 14-19 curriculums, the e need for raising standards and changing structure as well as the call to place learning at the heart of all we do' (DfES: 2002a:2)
- 2003** Green Paper 14-19: Opportunities and excellence set out proposals for the 14-19 curriculums taking into account responses to the 2002 Green Paper.
- 2004** Tomlinson Report 14 -19 Curriculums and Qualification Reform Report.
- 2005** White Paper 14-19 Education and Skills, rejected most of 2004 Tomlinson Report's recommendations.
- 'Given the changes in the policy dynamic of reform in the FE sector since 1999 in response to a combination of factors, ranging from policy neglect to mismanagement, low morale and recruitment issues, leadership is currently high on the policy agenda' (DFES, 2002,2004,2005,2006).
- 2005** Foster's Review of Further Education related to improved leadership, learning and professional development. This was referred to as the new discourse of FE (Leitch, 2006; LSC 2005). Since the Foster review that focused heavily on leadership, and leadership development.
- 2006** Launch of Train2Gain, a government-funded, employer-led scheme that provides free work-based training for adult learners.
- 2006** Leitch Review advocates routing all funding through employer-led schemes, such as apprenticeships.
- 2007** Ofsted became 'The Office for Standards in Education.

**2007** Green Paper Raising Expectation: staying in education and training post 16. All young people to stay in education up to age 18. 'Considerable policy change has been imposed on FE in recent years originating from growing concern that the UK economy would lose out within a global market if a highly skilled workforce was not available or maintained. The resultant plethora of policy documents have placed FE at the centre of strategies to 'up skill' the UK workforce' (DfES, 2002; DfES, 2005; Leitch, 2006; DIUS, 2007).

### **2007 - 2010 Labour government (Gordon Brown era)**

**2007** Department of Innovation, Universities and Skills was created (DIUS)

**2007** Further Education and Training Act 2007 , new arrangement relating to further education and Learning and Skills Council England.

**2007** Introduction of mandatory CPD overseen by IfL.

**2009** Act 2009 provides for the dissolution of the Learning and Skills Council Skills (LSC).

### **2010 – May 2015 Conservative/Liberal government (David Cameron era)**

**2011** HCEC Report Participation by 16 -19 year olds in education and training; a report by the House of Commons Education Committee

**2012** Lingfield Report on Professionalism in Further Education, the interim report of the Independent Review Panel

**2012** Lingfield review Final Report of the Independent Review Panel Established by the Minister of State for Further Education, Skills and Lifelong Learning October 2012. Final report from an independent review chaired by Lord Lingfield. Makes recommendations to government on a new framework for professionalism.

## **2.2 Key policy shifts and their implications for CPD, CPD leadership and professional development support for CPD leaders:**

There is a long history of leadership development initiatives in the further education system. A comprehensive approach to workforce development was introduced in 2002, 'Success for All: reforming further education and training' (DfES 2002), which included the objectives of increasing the proportion of the workforce with professional qualifications and improving access to continuing professional development.

The Foster review of colleges, 'Realising the Potential' (DfES, 2005) again noted the need for workforce development. The white paper, 'Further Education: raising skills, improving life chances' (DfES, 2006) announced further reforms to teacher training, and new regulations requiring all staff to undertake continuing professional development (CPD); providers to draw up development plans for CPD; teaching staff to maintain a portfolio of CPD; and teaching practitioners to be professionally registered in order to maintain their licence to practise with 'Qualified Teacher Learning and Skills' status.

In 2012 there was the publication of the Lingfield Report, 'Professionalism in Further Education. The report included what is required of a teacher to be fully qualified in FE; What systems and agencies should manage the process. The introduced the key policy namely to improve the quality of professionalism of teachers and trainers in FE and to respond to employers' needs. The government in August 2013 responded to Lingfield Report and announced a range of incentives, including



bursaries for new trainee teachers to participate in a subject knowledge enhancement scheme, thereby enabling highly qualified graduates who had the skills and aptitude to teach but needed to acquire deeper, more specific mathematical knowledge and skills to do this before they started initial teacher training. There was also support for professional development of existing staff. The following were some of incentives for new staff:

- Bursaries of up to £20,000 to attract new graduates with relevant degrees to teach mathematics and English and to specialise in teaching students within the FE sector (available in 2013/14 and 2014/15).
- Golden Hellos to encourage retention of new maths teachers - payments of £7,500 for graduates teaching maths in FE paid in the second year of teaching, rising to £10,000 if they undertook early professional development in teaching learners.
- Recruitment incentive scheme (in 2013/14) - a payment of £20,000 to FE providers who recruited a specialist graduate maths teacher; or £30,000 for those who would be sharing their teaching expertise with nearby institutions.
- Grants (in 2013/14) for those who were working with students in the FE sector, particularly teachers and inclusion co-ordinators, to undertake specialist development in teaching students.

### **2.3 Research insights into effective CPD for teachers and leaders and implications for CPD leadership and professional development support for CPD leaders:**

In this section I discuss effective CPD, CPD leadership, professional development support, and the challenges for CPD leaders.

We know that effective CPD encourages leaders and teachers to build on their experiences over a sustained period of time, to collaborate with one and another (e.g. Cordingley et al. 2005). It is important that CPD should be tailored both to addressing individual needs and relating clearly to institutional priorities (e.g. Hargreaves, 1994). Effective CPD tends to be developed in authentic contexts of work (e.g. Vescio et al, 2008). Orr (2009) states, 'What seems to be happening in some cases is that institutions are telling teachers what they must do for CPD in staff development weeks rather than it being led by the teachers themselves, (Orr, 2009:485), also he adds that 'some managers are more concerned with counting hours rather than the impact of the session, or relevance of particular programmes of CPD', (Orr, 2009: 487).

CPD provision at the college tended not to reflect many of these features of effective CPD. CPD leaders and staff tended not to be involved in decision-making associated with the design or focus of CPD sessions in staff development week. Many of these sessions tended to be repetitive and irrelevant to individual needs, what appeared to have been achieved was the scope for SMT to count hours toward the compulsory 30 hours of CPD for the teaching staff.

## **Definition of CPD**

Many authors have put forward definitions of the term CPD. However, given the diversity of CPD modes, processes and needs in any complex organisation like an FE college, it is unlikely that a single CPD definition will be reliable or useful. Definitions vary from one author to another.

The college defined Continuing Professional Development rather generally as any activity undertaken for the purposes of updating knowledge or developing skills to perform the job. College policy and the range of CPD opportunities are available to staff can be found in Appendix G.

I did, however, find the definition of Madden and Mitchell (1993) useful, it was one used in their study of a number of professions. They define Continuing Professional Development as 'the maintenance and enhancement of the knowledge, expertise and competence of professionals through their careers according to a plan formulated with regard to the need of the professional, the employer, the profession and society' (Madden & Mitchell, 1993: 31). This definition balances individual needs, institutional priorities, and the broader needs of society. It also carries the sense of CPD as a career-long commitment to professional growth and the progressive enhancement of expertise. Day (1999) states that: 'professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, and the group, and which contribute through these to the quality of education in the classroom', also adding that 'it is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purposes of teaching, and by which they acquire and develop critically

the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues through each phase of their teaching lives' (Day, 1999: 4). Day's definition is holistic in its scope and helps to underline the complex range of dimensions involved in CPD.

Bolam's (2000: 267) emphasises education, training and support activities as the three core activities fulfilled by CPD. Similarly, Guest (2004) highlights the diverse range of practical opportunities for CPD beyond training courses to include, 'on-the-job training, open learning, short courses, conferences, seminars, workshop, self-study, preparing and making presentations, and being a coach or mentor' (Guest, 2004: 22).

IfL (2009) defines CPD as 'continuing professional development in terms of maintaining, improving and broadening relevant knowledge and skills in your subject specialism and your teaching and training, so that it has a positive impact on practice and the learner experience. It is the critical reflection on learning experiences and activities that improve practice and demonstrate continuing development as a teacher or trainer', (IfL, 2009: 7). The IfL definition of CPD is based on the work of Robson in the 1990s and adopts a focus on reflection.

## **2.4 CPD leadership**

In this section I will be discussing the following: leadership, characteristics of CPD leadership, role of CPD leaders and finally the distributed leadership.

### **2.4.1 Leadership**

Leadership in the learning and skills sector comprises processes and actions influencing other people, which affect learners in relation to education and training provision within the sector or institution. The importance placed on leadership in FE in terms of government expectations is evident in policy (2003) which states, 'Good leadership is also essential if the learning and skills sector is going to meet the demands and challenges of the government's reform strategies for skills, 14-19 education and training and higher education', (DfES 2003: 5). This echoes Northhouse's (2004) view that 'leadership is a process whereby an individual influences a group of individuals to reach a common goal, a process that can be learned and is available to everyone', Northhouse, 2004: 11). Leadership is potentially open to new interpretations and developments, and it is defined in so many different ways that it is hard to come up with a single working definition.

In a recent review of leadership theory, Northhouse (2004) identifies four common themes in current conceptions of leadership. These are that leadership is a process, that it involves influence, that it occurs in a group context and that it involves the achievement of goals. Interestingly, there is considerable overlap between these four themes and what Grint (2004) views as the four problems that make consensus about a shared definition of leadership hard to achieve. These he describes as, 'the process problem: Is leadership derived from the personal qualities or traits of the leader or is follower-ship induced through some social process in which leaders and followers are engaged. The position problem: Does leadership stem from formal authority or from informal influence. The philosophy problem: is leadership an

intentional, causal effort on the part of the leaders, or the part of the followers' (Grint, 2004: 26)

Yukl (2002), concludes that 'most definitions of leadership reflect the assumption that it involves a process whereby intentional influence is exerted by one person over other people to guide, structure, and facilitate activities and relationships in a group or organization' (Yukl, 2002: 2). The current leadership population is ageing and some are rapidly heading towards retirement so developing talented leaders for the future is high on many organisations' agendas. Senior FE leaders now need to take up the challenge and proactively identify and develop the leaders of the future to address the shortages and deliver the 2020 targets. In their book 'Grow your own Leaders'. Byham, Smith and Paese (2002), argue that, 'the case for effective succession management systems focuses on both talent growth and talent retention' (Byham, Smith and Paese, 2002: 49). They have introduced the idea of acceleration pools where by high-potential individuals are given responsibility for their own development whilst supported by the organisation and senior managers development, where by potential leaders rise to the top through years of hard work. The prevalence of CPD leaders who were older and had spent more than 20 years in teaching suggests that the college might need to consider growing their own leaders by involving and training the young teachers.

#### **2.4.2 Characteristics of CPD leadership**

Studies have attempted to examine if CPD leaders' personal characteristics are related to their individual perceptions regarding their personal and professional development, for example as the level of education that individuals have attained.

(e.g. Hoy and Miskel, 1987). Studies have attempted to identify 'distinctive characteristics of the setting to which the leader's success could be attributed' (Hoy and Miskel, 1987: 273), while Hensley (1973) reviews leadership theories and notes that 'the situation approach maintains that leadership is determined not so much by the characters of the individuals as by the requirements of social situation' (Hensley, 1973: 38).

According to this research the individual could be a leader or a follower, depending upon circumstances. Attempts have been made to clearly identify the characteristics that affect leaders' performance. Hoy and Miskel (1987) listed four areas of situational leadership: 'structural properties of the organisation, organisational climate, role characteristics, and subordinate characteristics', (Hoy & Miskel, 1987: 273). Situational leadership reveals the complexity of leadership but it is not sufficient because the theories cannot identify which leadership skills would be more effective than others in certain situations.

Other research efforts to identify leadership characteristics have focused on the fit between leaders' behaviour and personality characteristics, or leaders' behaviour and situational variables. While the situational leadership approach that considers each situation requires a different types of leadership, the contingency approach attempts to 'specify the conditions or situational variable that moderate the relationship between leader behaviours, characteristics and performance criteria' (Hoy & Miskel, 1987: 274).

Fiedler (1967), differentiating between leadership behaviours and styles, concludes that leadership styles indicate leaders' motivational systems and that leadership behaviours are leaders' specific actions. He believes that group effectiveness is a result of the leader's style and the situation's favourableness.

Hopper and Potter (1997) identify seven leadership competences that a leader should possess: 'They set the direction for the organisations, they are influential and role models; they are effective communicators; they are convening; they bring out the best in people; they are proactive for change; and they make decisions in times of crisis and ambiguity'. (Hopper and Potter, 1997: 35)

Foster's (1985) discussion of leadership stresses on the importance of communication and interaction, he states, 'Leadership is conditioned by language. Successful leaders are good at communicating and have the aptitude and skills they need to interact well with others; they know how to communicate' (Foster, 1985: 18). Foster believes that good communication, aptitude and skills are important for leadership development.

From my personal experience, effective CPD leaders should be able to identify the needs of the individual, meet such needs, and bring out the best in them. CPD leaders should be able to communicate and to motivate individuals to perform to the best of their ability, and to be able to relate to, and connect with them.



### **2.4.3 Role of CPD leaders**

The college in the research defined the role of the (CPD) leader as ‘the key link between people and teams both within and outside the college, and when an individual leads or co-ordinates continuing professional development, he/she plays a critical role in helping all staff contribute to the achievement of college priorities, and also in supporting improvement in both the quality of teaching and students outcomes (College CPD document HR, 2012: 7). Hargreaves (1972) uses the concept of role in a broad way to refer to the ‘behavioural expectations associated with a position’ (Hargreaves, 1972: 71).

Berger and Luckman (1966) define a role as ‘a pattern according to which the individual is to act in a particular situation’ (Berger, 1966: 112). Playing the role encompasses not only actions and what is done, but also the attitudes and emotions that underpin those actions. The role should shape both the individuals and their actions. Handy and Aitken (1990) argue that every organisation ‘has its set of roles, some with formal titles of jobs or responsibilities and others more informal’ (Handy and Aitken, 1990: 57). Roles help individuals to know what their duties are and give them a sense of purpose in their work. In this study CPD leaders were well placed to be members of the senior leadership team and take a strategic view of the college development. The role required an understanding of the professional development needs of different groups of staff and how they could be identified. CPD leadership required knowledge of the different forms that CPD could take and how it could be organised and evaluated. The role of CPD leadership in school was to support staff development, equipping the school workforce with the skills to support students effectively and to help them reach their full potential. Ambitions and processes

ensuring that CPD related as closely as possible to the needs of different staff groups, especially teachers of different subjects were well supported by a distributed form of CPD leadership that was embedded in the different subject groupings and culture of the college. The CPD leadership role as an embedded feature of the life and work of subject faculties and departments was optimised by the capacity to inspire colleagues to continue learning to see the importance of different CPD opportunities to their professional work and to drive forward and to support the development of an a exciting programme of professional development for teachers.

The characteristic role of CPD leaders in FE colleges is to ensure the efficient and effective delivery of the CPD policy. It has become increasingly important for professional bodies to demonstrate that they have a strategic policy and effective structure for CPD in order that their members can maintain their skills and competences and are able to respond to a demanding and changing work environment. In addition, in the United Kingdom, all professions need to be able to respond to the government's agenda for lifelong learning (DfEE, 1998) to provide an assurance to the public that professionals are accountable, efficient and effective (Rapkins, 1996; Woodward, 1996). The challenge for the college at the centre of this research was the lack of such a strategic policy and direction or of a sufficiently explicit response to engagement with shifts in the external policy environment. There is agreement that initial education is not sufficient to equip individual professionals with the knowledge and skills needed for a lifetime's employment. Therefore the introduction of career-long CPD in FE colleges may help staff to improve their knowledge and give them the tools to deal with the ever-changing demands of the education system.

#### **2.4.4 Distributed leadership**

The following researchers have acknowledged the complexity of the organisation and have recommended distributed leadership. Gronn, (2002), Abzug and Phelps, (1998), Mahony and Moos, (1998), Bennett, Harvey, Wise, Woods and Harvey, (2003). Where Distributed leadership theory suggests that leadership is the role of many individuals across the organisation and, as has been argued above, CPD leadership, embedded across different staffing groups, is a good example of distributed leadership in terms of both practice and structure. A number of idealised representations of distributed leadership have been developed through different research studies. These insights provided the basis for developing a more explicit strategy for promoting CPD leadership as distributed leadership in the college.

Research into distributed leadership acknowledges the complexity of the organisation; the diversity, maturity and interdependence of the participants within it; and our deep cultural values of democratic governance. Hallmarks of distributed leadership include shared responsibility, shared power and authority, synergy, leadership capacity, organisational learning, an equitable and ethical climate, a democratic and investigative culture, and macro-community engagement. Bailey (2005) states that 'leadership is not only about the distribution of leadership within the organisation; it is also about interaction with the local environment. This interaction is political, in the sense of requiring foresight, and the making and fostering of alliances. Having the ability to operate in this environment is crucial to the successful leadership of a college' (Bailey, 2005: 2). Collinson and Collinson, (2005) state, 'It is recommended that any attempt to address leadership in the FE sector must also recognise the collaborative nature of leadership work', (Collinson

and Collinson, 2005:11). In practice, it is argued that there is no one approach being used in leadership among successful providers, but rather that mixes of transactional, transformational and distributed approaches are employed.

## **2.5 Implications of the research for CPD, for CPD leadership and for professional development support for CPD leaders:**

The challenge faced by the college was to develop a culture of learning, in which all staff, including resistant experienced staff members close to retirement, would embrace CPD and consider it as an opportunity that was relevant and beneficial to their work. It was important for the institution to develop a culture and leadership strategy that would involve all staff taken part in the development and critiquing of policy, especially as this related to CPD. This reflected norms of distributed leadership and organisational learning that could help the college to establish an optimal balance between individual needs of lecturers and organisational priorities of the college and the wider policy context in which it was operating.

It needs to be recognised that some forms of effective CPD are more challenging for CPD leaders to promote than others. Some forms of CPD, especially collaborative modes of classroom-contextualised CPD need more flexible arrangements such as more flexible timetabling. This can easily result in placing more demands and pressures on the limited resources of a college and also add considerably to staff workload pressures. The CPD leadership challenge is complex and demanding.

In the next section I discuss the leadership learning and training, support for the role, leadership development models, and challenges facing CPD leaders in carrying out the role. The SMT members need to take the long-term view to leadership development, in creating genuine sustainable training, as there is no quick fix. I

discuss leadership development, leadership development models, models and frameworks of CPD, the challenges which individual CPD leaders face in carrying out their role, finally a summary of the major themes.

## **2. 5.1 Leadership development**

While most researchers in the field of leadership development agree that experience plays a critical role in leadership development, they also recognise that training and education play important parts in the development of CPD leaders. Leadership development is an ongoing process, in which where the needs must be identified, followed by planning and supported in order to develop leadership. There is a long history of leadership development initiatives in the FE sector. A comprehensive approach to workforce development is expressed in 'Success for All: reforming further education and training' (DfES, 2002). The objectives have been to increase the number of staff with professional qualifications and to improve access to CPD. The Foster review of colleges, 'Realising the Potential' (DfES, 2006) notes the need for workforce development. The White Paper, 'Further Education: raising skills, improving life chances' (DfES, 2006) announced further reforms which came into force in September 2007.

This section considers the ways in which CPD leaders are currently supported, the focus is on explicitly supported for CPD leaders in carrying out their responsibilities. The following are government initiatives to support CPD leadership development in the FE sector:

- The Institute for Learning (IfL) was formed in 2002 and is the professional body for teachers, trainers and student teachers in the learning and skills sector. An independent organisation with an elected council, it is led by members and for members and works closely with several sector organisations, unions and employer bodies. It is currently establishing a database that will support the registration of teachers and the award of Qualified Teacher Learning and Skills (QTLS) from September 2007. It is also designing the professional development framework associated with the maintenance of a licence to practise, with the focus on the Professional Development Strategy for leadership.
- The government established a Centre for Excellence in Leadership (CEL) which was launched in October 2003 to foster and support leadership development in the FE sector.
- The FE White Paper (DfES 2006) requires 'teaching staff to maintain a portfolio of CPD that shows evidence of industrial/subject updating, including membership of appropriate professional bodies, development of skills in subject teaching, including the effective application of e-learning techniques, application of diversity and equal opportunity principles, and the use of learner feedback to improve performance' (DfES, 2006: paragraph 4.26). The DfES identifies forms of CPD, such as updating industrial subject knowledge, effective e-learning and learner feedback.
- The Quality Improvement Agency (QIA) was set up to spark fresh enthusiasm for innovation and excellence in the further education and skills sector. The QIA led the challenge to those involved in teaching, learning and training to lift

their performance and implement the government's reforms related to learning and skills. The QIA and the Centre for Excellence in Learning (CEL) transferred their operations to the LSIS on 1<sup>st</sup> October 2008.

- From 1 April 2008, the Learning and Skills Improvement Service (LSIS) was formed by the amalgamation of both the CEL and the QIA, and is dedicated to supporting excellence and leadership development in the FE sector.
- Lifelong Learning UK (LLUK) 2007-20012 is the independent employer-led sector skills council responsible for the professional development of all those working in community learning and development: further education, higher education and the Department for Innovations.

The FE and skills e-newsletter is direct news and information link provided by the Department for Innovation Universities and Skills (DIUS) for the further education and skills sector and is produced on a regular basis to improve communications with FE and skills providers and partners.

Guest's (2004) definition highlights practical dimension of CPD, stated 'it is easy to assume that CPD is just a matter of attending training courses off the job. This is certainly one aspect, but there are many more: CPD activities can include on-the-job training, open learning, short courses, conferences, seminars, workshop, self-study, preparing and making presentations, and being a coach or mentor' (Guest, 2004: 22). Guest argues that CPD is not just attending training courses, it could include forms of development to suit individual needs, and he also added there are many forms of CPD.

Fink and Resnick (2001), Hopkins (2001), Ofsted (2000) and Englefield (2001) emphasise the importance of professional development programmes and courses that will include:

- 1) Sharing good practice;
- 2) Providing peer learning;
- 3) Using external consultancy.

Levine et al. (1987) state, 'the literature on effective training identifies many conditions for professional growth, such as the value of engaging participants in collaborative decision-making, of identifying and meeting participants' needs, of modelling valued behaviours and providing different learning experiences.' (Levine et al., 1987: 24).

The IfL (2007) lists 'some examples of CPD activity, a list it describes as by no means exhaustive' IfL, (2007: 8).listed in Appendix F. Where expected CPD Leadership to carry out some of the activities and to be able to develop them for their individual organisation. Bolam (2002) states, 'Professional development is widely accepted as fundamental to the improvement of organizational performance' and defines it as 'an ongoing process of education, training, learning and support activities taking place in either external or work-based setting' (Bolam, 2002: 103). He identifies CPD as the main drive for improvement of organisational performance, and adds that activities can be supported either externally or on the job.

Roberts (1981) stats, 'Leadership development involves those activities designed to provide an interactions environment which encourages development in an ordered hierarchical sequence of increasing complexity' (Roberts, 1981: 22). Bass (1990)



considers that leadership development refers 'to almost every form of growth or stage of development in the life cycle that promotes, encourages, and assists in one's leadership potential. This includes learning activities that are both formal and structured as well as those of adult life experience' (Bass, 1990:24). Buckley and Caple, (2000) define leadership development 'as the general enhancement and growth of an individual's skills and abilities through conscious and unconscious learning' (Buckley and Caple, 2000: 1). It can be assumed that when learning occurs, there is development occurring, as there is no development without learning. Leadership development is a continuous learning process through the entire lifetime.

Roberts states ,(1981) stated 'Leadership training involves those activities directed at helping the individual being trained to translate some newly learned skill, or piece of information, to a real and immediate situation', (Roberts, 1981: 19). Leadership training normally refers to learning a task for a clearly defined leadership role or job, but training can also play an important part in achieving leadership development.

Raelin (2004) states, 'most leadership training that is being conducted off-site is ill-advised, because the intent of this training is to put leadership into people such that they can transform themselves and their organisations upon their return' (Raelin, 2004: 131). Burgoyne et al. (2004), state, 'Training off-site simply does not work; leadership and management development should be aligned with the organisational culture, context and objectives'. They also added, 'It could well be argued that much current leadership development is going to waste and that effort would be best spent on increasing the quality and precision, rather than the quality of provision'

(Burgoyne et al., 2004: 42). Drath and Palus (1993) define leadership as 'the intervention design to support the evaluation of the capacity to make more encompassing and adaptive meaning in collective experience', (Drath and Palus, 1993: 113).

Day and Sachs (2004) states 'Continuing Professional Development (CPD) refers to all the activities in which teachers engage during the course of a career which are designed to enhance their work' (Day and Sachs, (2004:3). Also Day, (1999) states: 'Professional development (PD) consists of national learning experiences and those conscious and planned activities which are intended to be direct or indirect benefits to the individual group which contributes to the quality of education in the classroom', (Day,1999:4). Brooks,(2002) states 'some have suggested that amongst managers and leaders professional development is no longer understood solely as a means of encouraging learning and reflective practice, but as a tool to monitor performance in line with centrally determined goals', (Brooks, 2002: 24)

The following definition from Wikipedia (2010) provides a comprehensive view of what professional development is and how it might be practised 'Professional development refers to skills and knowledge attained for both personal development and career advancement. Professional development encompasses all types of facilitated learning opportunities, ranging from college degrees to formal coursework, conferences and informal learning opportunities situated in practice. It has been described as intensive and collaborative, ideally incorporating an evaluative stage. There are a variety of approaches to professional development, including

consultation, coaching, and communities of practice, lesson study, mentoring, reflective supervision and technical assistance' (Wikipedia, 2010).

Horsfall, (2001) has argued that 'colleges need to develop standards for leadership practices, focusing more on empowering models that recognise the personal attributes required by leaders' (Horsfall, 2001: 6). Also Iszatt White et al. (2004) stated, 'The traditional notion of leadership as leading from the front is therefore not nearly as important in FE colleges as gaining the trust of organisational members as followers and gaining their permission to be led', (Iszatt White et al., 2004: 14).

Heller and Firestone, (1995) argue that organisational goals are best achieved through a multi-style, multi-participant manner. Rogers (1983) makes the comment that 'getting a new idea adopted, even when it has obvious advantages, is often very difficult' (Rogers, 1983: 236).

Kanefsky (2001) suggests that 'there are three models of leadership: authority-led, consumer-led or intermediary-led. Authority-led in staff development terms would be areas which the government might be requiring, consumer-led would be where there are demands for provision from learners and intermediary-led would be where an external player requires something' (Kanefsky, 2001: 30). Cox and Smith, (2004) comment, 'Clearly these different sources of leadership will have varying impact on the involvement of staff' (Cox and Smith, 2004: 39). They also suggest that there will inevitably be suspicion and skepticism about new developments and clearly the driving force behind an initiative will impact on the resolution of this conflict. Cox and Smith, (2004) believe in 'the use of high impact approaches so as to avoid the waste of time and effort', (Cox and Smith, 2004: 39). Booth and Ainscow comment in the

importance of 'looking for the levers which need to be given attention to in order to bring about change. If the in-service training is to be effective and become high-leverage then it has to be well structured and defined', (Booth and Ainscow, 2004: 2). Sharing good practice is important for leadership development and this is supported by Cox and Smith who state, 'Clearly when seeking to adopt an innovation, then all aspects will have more impact if they have been considered, such as leadership vision, structure, culture and environment, the concomitants of a culture fosters and enables the sharing of good practice'. (Cox and Smith, 2004: 34)

### **2.5.2 Leadership development models**

I have explored different models of leadership development to see whether a particular model or models are more suitable than others for the development of CPD leadership at the college. I have drawn on the work of Rogers (1983), Bennet et al. (1994), Cape (2000), Kanefsky (2001), Booth and Ainscow (2004) and Cox and Smith (2004). The work of these writers has been chosen because their models seemed to have relevance to further education and recognise the importance of leadership development. Leadership development models should help managers to understand the personal changes they must make when they take on the new role (CEL 2006, LSIS 2012). Models remain popular in leadership development, but they may lack substantial empirical understanding of how they are adopted and used in practice. Bennet et al. (1994), put forward two contrasting approaches to professional development as shown below. The first approach, described as the traditional model, revolves around knowledge acquisition. The second approach, described as the reflective practice mode, revolves around behavioural change.

<b>Traditional model</b>	<b>Reflective practice model</b>
Knowledge acquisition	Behavioural change
Change via standardized knowledge	Change via self-awareness
Rational	Rational, emotional, social, cultural.
Knowledge; public given, content. Theory: espoused theory Theory/practice: implicit /discrete.	Knowledge: Public and personal, Given and problematic, Content and process , Theory and practice Behaviour espoused and theories-in- use, actions and outcomes
Didactic/abstract Individual/molecular, Cognitive ,Instructor as expert Learner as subordinate Practitioner as passive consumer	Dialectic/ experimental Collaborative, holistic, Personal , Instructor as facilitator Learner as agent Practitioner as active researcher

Table 2.1 Traditional and reflective practice models of leadership development (Bennet et al., 1994: 56).

Training and education are interrelated processes which are designed to induce learning and hence development. Notwithstanding the fact that training and education are paramount in developing an individual, there is a call not to overlook yet another important element in this equation, namely the experience. Buckley and Caple, (2000) argue that ‘experience, namely planned experience, is an interdependent and equal partner with training and education with regard to its potential contribution to learning and development’ (Buckley and Caple, 2000: 3). They add that ‘competently conducted training can expedite the acquisition of specific job-related knowledge, skills and attitudes. Education, when carried out openly and in a spirit of enquiry, can equip individuals with the intellectual perspectives and the tools of analysis that can help to guide them and their organizations through present and future exigencies. Planned experience can integrate and act as the vital catalyst and test bed for the skills, techniques, ideas, acquired in formal training and educational settings’, (Buckley and Caple, 2000: 4).

The same is depicted below

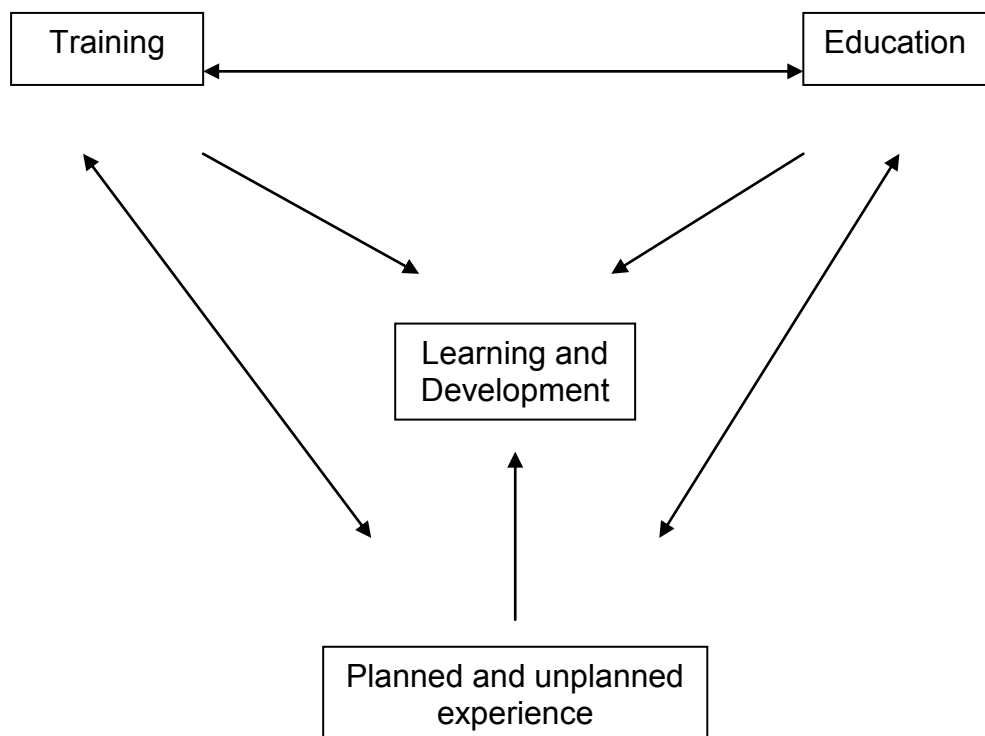


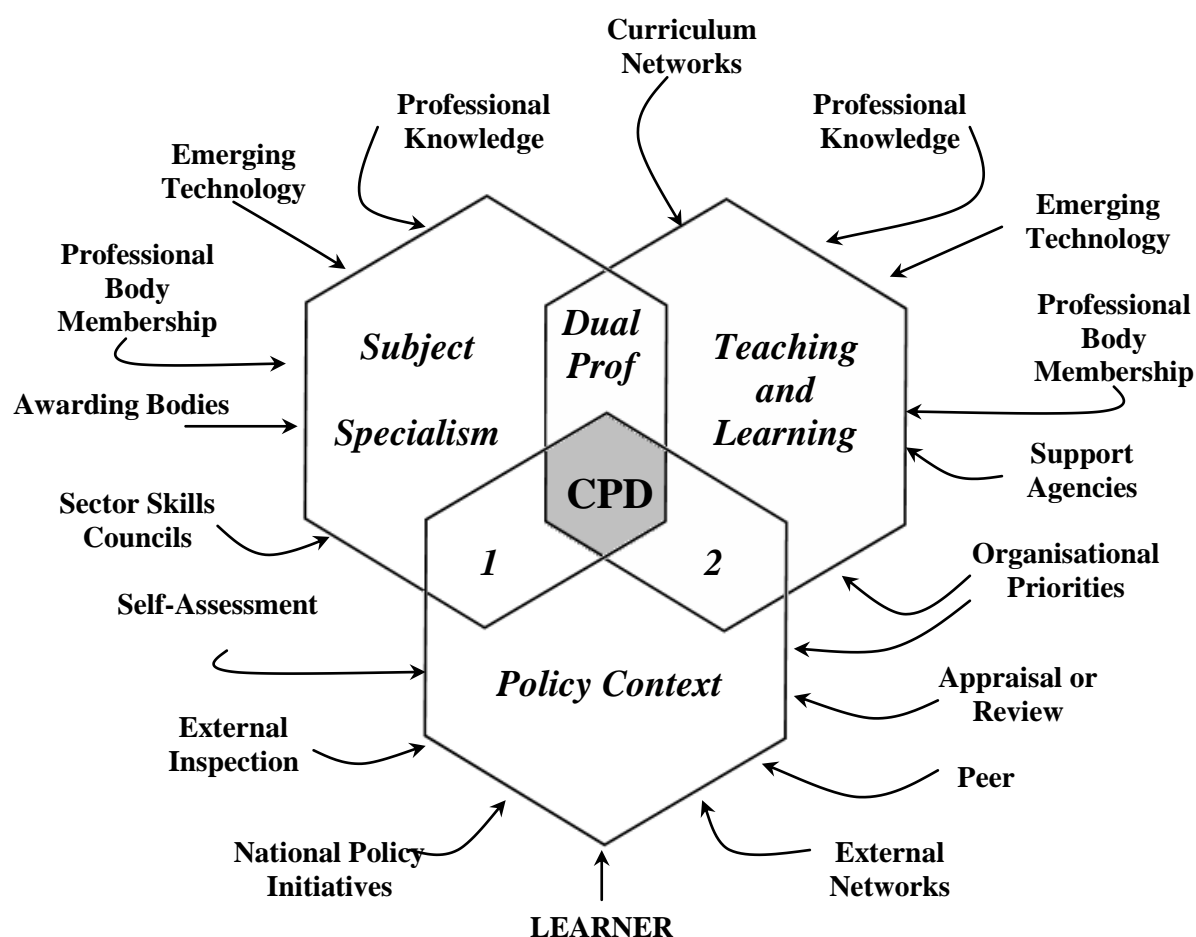
Fig 2.1 Elements that contribute to learning and development (Adapted from Buckley and Caple, 2000:4)

From this overview, it is important to ascertain the purpose of professional development. Is it simply knowledge acquisition or is it behavioural change? The choice of model will depend on this distinction. The reflective practice model suggests a more active partnership and communication process between the instructor and the learner. I would argue that the reflective practice model may be more appropriate if we are looking for knowledge acquisition that leads to behavioural change.

### **Institute for Learning's (IfL) model of dual professionalism**

The IfL model of CPD is used for planning professional development activities. It constitutes a dual professionalism and its impact on continuing professional

development, in which 1 relates to CPD arising out of subject specialism and 2 relates to CPD arising from teaching and learning in the context in which individuals learn.



**Fig 2.3: IfL Model of dual professionalism (IfL, 2009: 9)**

The IfL (2010) definition of continuing professional development is ‘Maintaining, improving and broadening relevant knowledge and skills in a subject or vocational specialism and in teaching and training methods so that it has a positive impact on practice and the learner experience’. (IfL, 2010:5). IfL’s (2012) model of CPD sees ‘the teacher and trainer working in the context of further education and skills as the consummate dual professional, an expert in their subject and in teaching, training and methods of learning. It recognises three distinct areas of professional learning:

Vocational and subject-specific knowledge and expertise, approaches to effective teaching and training, knowledge of how changes in policy and the local context affect teaching and training'. (IfL, 2012:11).

### **Kolb's (1984) Learning Styles Matrix view**

It is often easier to see the construction of Kolb's learning styles in terms of a two-by-two matrix. The diagram also highlights Kolb's terminology for the four learning styles; diverging, assimilating converging and accommodating:

	doing (Active Experimentation - AE)	watching (Reflective Observation - RO)
feeling (Concrete Experience - CE)	accommodating (CE/AE)	diverging (CE/RO)
thinking (Abstract Conceptualization -AC)	converging (AC/AE)	assimilating (AC/RO)

**Table 2.2 Kolb's (1984) Learning Styles Matrix view**

Knowing a person's learning style enables learning to be orientated according to the preferred method. Brief descriptions of the four Kolb learning styles are as follows:

- Diverging (feeling and watching - CE/RO). These people are able to look at things from different perspectives.
- Assimilating (watching and thinking - AC/RO). The assimilating learning preference is for a concise, logical approach.
- Converging (doing and thinking - AC/AE). People with a converging learning style can solve problems and will use their learning to find solutions to practical issues.



- Accommodating (doing and feeling - CE/AE). The accommodating learning style is hands-on, and relies on intuition rather than logic. These people use other people's analysis, and prefer to take a practical, experiential approach.

Grint, (2007) argues that the notion of teaching leadership is not one which is straightforward and without complexities. Also Grint (2007) has asserted that 'all three elements are necessary and mutually supportive: knowledge can be taught in lectures but skills must be honed through practice while wisdom can only be secured through experiencing leadership itself'. (Grint, 2007:242). He also argues that learning opportunities for leaders to learn wisdom through experience should be configured, and learning methodology should not be merely limited to case studies with correct or preferred solutions. The question that perhaps comes to mind in response to this proposition is concerned with the ability to allow leaders learn in the real-life situation. They may be a fear in risking failure in the leadership task undertaken by the trainee leaders but the 'opportunity to fail' is exactly what Grint has included as an important ingredient in this leadership quest. It echoes the assertion by Grint (2007) that leadership could be learned.

West-Burnham (2009) has recently put forth the following: 'Leadership cannot be taught, it has to be learned. Equally, leaders are not born; they develop and grow subject to the same range of variables that determine every other area of human activity that is grounded in learning'. West-Burnham (2009:18). Avolio, (2006) has also made the same assertion earlier: 'Leaders are made and not born and he denied that leadership is fixed at birth'. (Avolio, 2006:3).

There are many different models of CPD, as was the case with models of reflective practice, which are usually either sequential or cyclical. For example, Kennedy (2005) identifies nine different models of CPD and classifies them in terms of their capacity to promote professional autonomy and transformative practice. The purpose is, of course, to derive a coherent and unified CPD model from this review. On a similar, but simpler theme, Fraser (2005) identifies 3 models of CPD as shown below:

### 2.5.3 Models and frameworks of CPD (Source: Fraser (2005))

Social development	Professional development	Personal development
1. Seeing isolation and the problem	1. Trying out new activities	1. Accepting an aspect of teaching is problematic
2. Valuing collaboration and new ways of working	2. Development of ideas and classroom practice	2. Dealing with resistance
3. Initiating collaborative working activities	3. Initiating other developments	3. Feeling empowered

Table (2.3) Model 1: Bell and Gibbs' (1996) model of CPD

Individual development	Development of professional	Development of whole profession
Attitudinal change (intellectual and motivational) Functional development (productive and procedural)	Role development of group members Development of role responsibilities.	Cultural development, development of professional ethos, national policy.

Table (2.4) Model 2: Evans' (2002) model of CPD

National government	Determine educational innovation; assure quality of innovation using CPD means.
Local government & senior college Management	Vision, commitment & structural change.
College department	Collegiality, communication & reflection
Individual teachers, trainers and tutors	Innovation & changed practice.
Student change	Indicate successful innovation

Table (2.5) Model 3: Adey's (2004) of CPD

IfL (2007) states 'A growing body of research on CPD has shown that the kinds of professional development which makes the most difference to practice are based on a dialogue about teaching and learning and the improvement of practice through a variety of activities including coaching, mentoring, shadowing and peer support.' (IfL, 2006: 2). Leaders of further education institutions in the UK face a challenging, demanding and constantly changing environment now that they are expected to respond to national government requirements, such as the Foster report (DfES 2005), 14-19 Education and Skills (DfES 2005), the FE White Paper: Raising Skills, Improving Life Chances (DfES 2006).

Hooper and Potter (1997) state 'The rapid and continuous rate of change in today's society is having a fundamental effect on leadership and management in education', (Hooper and Potter, 1997: 23). Lumby and Simkins (2002) conclude that, 'governmental initiatives have led to widespread pressures on leaders in further education' (Lumby and Simkins, 2002: 19).

Professional development in FE has undergone another change since September 2007, with the government requiring that all staff employed in the FE sector should

be professionally registered and licensed to practise by the Institute for Learning (IfL) and to undertake at least 30 hours of CPD per year. As this change is too important to be left to teachers to deal with on their own, leaders must develop the skills and experience to be able to face increasing challenges; to manage the introduction of compulsory CPD for teachers; to identify and diagnose staff needs; and to facilitate support for staff professional development.

It is important for CPD leadership to support teachers who are placed under pressure by the increasing demands of their profession, and who have expectations that they will participate in training to meet their CPD requirements, by providing both the time and funding for their CPD development. Leaders need to be professionally developed to meet all these challenges.

## **2.6 The challenges which individual CPD leaders face in carrying out their role**

### **2.6.1 Time and money**

While it would appear from the literature that CPD leadership development can be advantageous to both the leaders and colleges, it must be understood that there are barriers and challenges that shape the range and nature of support for leadership development. CPD leaders face a number of hurdles.

There are resources which are available to help CPD leaders with their career and professional development; for example, LSIS offers a range of support in the form of workshops, seminars, e-learning, networking and one-one-one support. There are also a number of academic qualifications on offer tailored to the needs of the FE

sector , for example an MA in leadership and management (Further Education) or the shorter programmes accredited by the Institute of Leadership and Management (ILM), for new and middle managers.

Below is a list of more recent policy documents on CPD development resources which are available for CPD leaders and teachers:

- Success for All: reforming further education and training (DfES, 2002), where the objectives centre on increasing the proportion of the workforce with professional qualifications and improving access to continuing professional development.
- The Foster review of colleges, Realising the Potential (DfES, 2005), noted the need for leadership development.
- The White Paper documents, the Foster report 'Realising the Potential: A Review of the future of further education colleges' (DfES, 2005) and education: raising skills, improving life chances (DfES, 2006) announced further reforms to leadership and teacher training. 'All staff to undertake continuing professional development (CPD)' (Foster, 2006).

Learning and Skills Council (LSC) managed the FE in England from 2001 to 2010, where it had a budget of £13 billion and it was organised on a regional basis through the 47 local councils in England, where funding includes an element that is expected to be used for the training and development of staff.

Any additional costs incurred in those colleges in which the range and scale of CPD activities will need to be extended are expected to be covered by this funding (DfES 2006). From September 2007, the Department for Innovation, Universities and Skills

has funded the standard membership costs of FE teachers registering with the IfL. Foster (2005) was critical of government funding policy, especially the way in which priorities between schools, colleges and universities are decided. Funding priorities for schools, colleges and universities should therefore be explained in a single document published regularly. What the government will pay for in full, or pay for in part through subsidies, and what individuals or employers should pay themselves should be clearly spelt out.

Betts (2005) states that barriers to participating in CPD include “lack of time, resources, funding and support/guidance; not seen by colleagues as necessary and a potential problem for some groups of part-time staff” (Betts, 2005:3). Lifelong Learning UK (LLUK) 2006, recommends that: ‘there should be an entitlement to a minimum of 10 days per annum of dedicated CPD time for all full-time teachers with a proportionate entitlement for part-time staff’ (LLUK, 2006:40). Leaders are likely to need access to funding for new initiatives or staff development (Sark, 1998; Cutler, 1998; Carlson et al., 1999). In the Skills Strategy, DfES allocated £43.7 million for a Leadership and Management programme, offering managers of organisations of between 20 and 250 employees financial support of up to £1,000 per employee to develop leadership and management skills. This has been largely run alongside the Train to Gain programme. Nearly 18,000 managers had their needs assessed, and nearly 17,000 had agreed a Personal Development Plan by the end of March 2006.

### **2.6.2 Culture**

Colleges in FE need to establish a responsive culture if they are to succeed in responding effectively to government requirements. Cultural change is difficult to

achieve. One reason for this is because it is difficult to change people's values and beliefs which provide the hidden and unobservable landscape of an organisation's culture. Leaders are beginning to reflect on the value and nature of CPD. They will face the need to change their views of what is required. Some, possibly many, staff still equate CPD with external courses, which they perceive as being of little value. They are fairly negative about, and reluctant to get involved in their own professional development or to develop a professional portfolio. They have little understanding of the training opportunities provided by the college or of the skills and knowledge bank already available.

The United Nations Educational, Scientific and Cultural Organization (UNESCO, 2002) describes culture as follows, 'Culture should be regarded as the set of distinctive spiritual, material, intellectual and emotional features of society or a social group, and that it encompasses, in addition to art and literature, lifestyles, ways of living together, value systems, traditions and beliefs' (UNESCO, 2002: 2).

Hodkinson, (2005), states 'The most effective way to improve learning in FE is to change learning cultures, by increasing positive synergies and reducing dysfunctional tensions, national management of FE should concentrate on creating greater professional autonomy and expertise', (Hodkinson, 2005: 1).

A key challenge implied by Hodkinson here is the need to balance the pursuit of positive synergies as different groups collaborate by the promoting professional autonomy and expertise through both individual and social processes. So it was important for the college in this study to adopt a culture of change by involving CPD

leaders in highlighting the benefits and the rewards for individuals as well as for the college. Organisations have distinct cultures that they inculcate in their members, (Lipman, 1996), Taguiri and Litwin, 1968). Such cultures simultaneously encompass both what people do, for example, customs, practices, and policies, and also their reasons, namely, their beliefs and attitudes. Organisational beliefs and attitudes, sometimes unconscious, include shared identities and definitions of what is important, Schein, (1992), and shared understandings about the efficacy of certain behaviours or activities, Wilkins & Patterson, (1985), based on mutually shared experiences, (Schein, 1992).

In distributive-led organisations, shared responsibility, shared power and authority, and an equitable and ethical climate exude the idea of a democratic culture, while organisational learning and leadership capacity convey an investigative culture. Each of these facets of an organization's culture may be viewed either as an opportunity or a barrier in relation to leading effective and strategic programmes and processes of CPD in an FE college.

Culture also refers to behavioural norms, so a culture of dialogue is one in which everyone is comfortable and expected to engage in conversations about their work, their work processes and their leadership. When the culture encourages open dialogue, it effectively shuts down destructive conversations, hidden agendas and other debilitating behaviours.

In a culture of dialogue there is safety and individuals are encouraged to say what they think. People who tend toward silence are drawn in by peers who want to know what they are thinking. Key opinion leaders are identified and respected, and they



make sure the leadership is receiving honest, objective feedback not only on their leadership agenda, but on their behaviour as well.

For FE colleges and training providers to be successful, leaders will need to spend more time on developing, managing and sustaining partnership arrangements as well as ensuring there are robust quality assurance and financial control systems in place. They must also plan strategically within a multi-agency, post-16 environment and lead others through change by building the FE brand internally as well as externally.

There are resources available to help leaders with their career and development planning; organisations like LSIS and NCSL (National College for School Leadership) offer a range of support mechanisms, such as workshops, seminars, e-learning, networking and one-to-one support through coaching. There are also a number of academic qualifications on offer, tailored to the education sector, for example, the Master of Art (MA) in Leadership and Management in Further Education, or the shorter programmes accredited by the Institute of Leadership and Management (ILM) for new and middle managers.

## **2. 7 Summary of the major themes.**

The literature defines CPD as complex in its processes and therefore in its practices in different contexts it does not lend itself to a prescribed or standardised approach based on an individual's job description. It is similar to the conclusion reached by the DfES in their recently published document 'Leading and Coordinating CPD in

Secondary Schools' (DfES 0682-2004: 4) which asserts that 'no single leader of CPD can meet the many different CPD needs of all the staff in a school'.

It cannot be concluded from the literature review that any particular method of CPD leadership development is more effective than others in all contexts. But there is evidence from the literature of which types of leadership and CPD leadership development are most popular among participants, and it has to be noted that distributed leadership has a great deal of support as an effective means of fostering an inclusive approach to CPD leadership and college improvement. The literature supports the collective leadership responsibility, with a consequent distributed leadership model being appropriate to the development of college CPD leaders who share responsibility for planning, administration, monitoring and evaluating CPD.

The model of CPD leadership for FE that I am proposing has therefore been designed to have dual functionality. Firstly, it should support individuals and teams who are leading CPD across a particular area of the college. Secondly, appropriate elements of the model can support individuals or teams charged with managing CPD across the whole college or an area of the college and administering CPD activity.

There is no one best way to lead, since appropriate leadership styles vary depending on situations and the particular leadership focus and task. The following characteristics emerged from CPD leadership development: possessing, building and sharing a vision, believing that colleges are places centred on learning, valuing human resources, communicating and listening effectively, being proactive, taking

risks, and sharing the lessons learned and outcomes, both regionally and nationally; all are common to successful college leaders of educational change.

There is increasing recognition that the key to continuing college improvement is the CPD of the whole college workforce, and that CPD leadership in college is fundamental to this. Those responsible for CPD leadership in the colleges operate under different titles such as CPD leadership, CPD coordinators, CPD managers, CPD leaders, staff development coordinators, leaders for professional learning or human resources, but the title CPD leader is more common in FE. The role of the CPD leader has changed over the last few years, with a current recognition of the need for it to be undertaken by a senior member of staff who has extensive knowledge of the potential career pathways, qualifications and training opportunities required for a wide range of staff with an increasing diversity of roles and responsibilities.

The leaders need to be able to manage and lead the introduction of CPD and the development of the whole college community to create a climate of continual and effective learning across the whole college, and also to provide advice on the balancing of national, college and personal needs and aspirations.

CPD leaders should be aware of the range of CPD opportunities available, both within the college and externally, of their advantages and disadvantages, and their appropriateness to the needs of individuals and the college. They should advise the principal and governing body on the benefits of participation in relevant initiatives and projects. CPD leadership must also ensure effective impact evaluation, in

particular with regard to staff development and student improvement, establishing value for money and ensuring the quality of external providers. Identifying the barriers and challenges facing CPD leadership is fundamental to developing future policy.

The following are some of the challenges which were highlighted in the literature:

- The CPD leaders believed that there was a lack of clarity about their roles; this could cause problems for those who lacked the confidence to facilitate the CPD of others.
- There were still misapprehensions among CPD leaders about what CPD really is and how it is different from continuing education.
- In order to encourage CPD leadership development, it was found to be that it is important to identify their learning and development needs, as CPD leaders must possess certain skills. Knowledge and attitudes so that they can carry out their jobs more effectively.

In the light of this detailed consideration of the literature, I formulated the research questions that shaped the thinking behind development of the research design, which forms the next chapter. The research questions are listed below:

1. What are the CPD leaders' perceptions and interpretations of the term CPD?
2. What are the individual roles and responsibilities of CPD leaders?
3. How are CPD leaders supported in their professional development?  
Why do CPD leaders find some types of support are more effective than others?
4. What are the challenges and barriers which individual CPD leaders face in carrying out their individual roles?

## **CHAPTER 3**

### **RESEARCH DESIGN**

‘Questions should shape methods and not the other way round’ (Plummer, 2001: 22).

#### **3.0 Introduction**

This chapter seeks to explain, critically evaluate and justify the methodology which underpinned my research. To provide an overview of the research methodology which was adopted in the research, I will locate and justify my research within a wider framework; clarify my philosophical approach to knowledge by placing it within an epistemological and ontological stance; justify the underlying conceptualisation of the research methodology, and research methods and finally give details about my management of the project, taking into account issues such as access, sampling, ethics, validity, reliability, data analysis and limitations of the research. This research sits within the qualitative paradigm and fits with my own stance, which is an approach that is humanistic in nature. Fairbrother (2007) states that: ‘the fundamental purpose of qualitative research is to capture the research subject’s perspective and views of values, actions, process and events’ (Fairbrother, 2007:43).

#### **3.1 Philosophical underpinnings and research approach**

This section aims to clarify my ontological and epistemological position in a transparent manner, and consequently the methodological premise which I decided to use.

Ontology is that reality and truth which are the product of individual perceptions. Allison (2000) states that 'ontology, also known as metaphysics, is concerned with the nature of reality which involves filters through which we see and experience the world. Some consider that reality is out there to be discovered whereas others consider that reality is socially constructed'. (Allison, 2000: 13).

According to Mason (1996), a researcher needs to establish and understand their own ontological position in order to recognise the different perspectives of realities.

I recognise that reality in some situations may not be of the individual's making and is thus imposed upon them, for example, the policies and practices of college and government which CPD leaders and SMT members abide by. However, I also believe that reality, as the individual perceives it and interprets it, is also a product of his/her social, cultural and educational experiences. The research, subscribes to the subjectivist approach and my ontology is nominalist, where the nature and grounds of knowledge, depends on my ontological view.

Epistemology is the study of knowledge and claims to knowledge that can be made of the world and experience. Denscombe, (2003) states 'Knowledge is subjective and is based on experience and insight' (Denscombe, 2003: 24). The knowledge sought in this study was based on the articulated perspectives and key ideas of CPD leaders and SMT members. This focus on articulated perspectives reflected an interpretivist epistemological stance in the sense that understandings of the social world of CPD leadership and development processes were most authentically developed through the constructs and interpretations of CPD and senior leaders themselves and as far as possible in their own terms. Hence the approach was

qualitative and shaped by a concern to support CPD and senior leaders to articulate trustworthy and authentic accounts of their thinking and experiences as the basis to claims to knowledge developed through this research. The focus of the interpretivist stance and strategy of this research was to access understandings of the range of meanings and perspectives of CPD Leaders and SMT members, as Cohen et al. (2000) argue, these 'yield insight and understanding of people's behaviour', (Cohen et al.2000:23). Thus this research was undertaken from a subjective stance. From the outset there was a belief that people's knowledge and understanding of these issues were based on their own personal experience and insight. Institutions may, or may not, have policies and procedures for creating and developing these roles, but it was the interpretation of these by the key informants in my study that constituted the focal data and from which conclusions were formulated.

In summary, the subjectivist and interpretivist ontology and epistemology reflected in my thinking and research plans in turn reflected the view that reality and truth were the products of individual CPD and senior leaders' accounts of their perspectives, meanings, constructs and experiences.

### **3.2 Case study design**

A case study approach provides a mode of inquiry for in-depth examination of a phenomenon. Yin (2009: 18) characterises case study research as an empirical inquiry that

- Investigates a contemporary phenomenon in depth and within the real-life context especially when
- The boundaries between phenomenon and context are not clearly evident.

In other words the case study method is used to understand a real-life phenomenon in depth. I set out to understand in detail a real-life phenomenon, which was the development of CPD leadership in depth in an FE college.

A case study approach enables the use of multiple methods of data collection and analysis. The primary sources in this study were college and government documentary evidence and interviews with two different groups of participants, CPD leaders and SMT members. Yin (2009) argues that 'a single-case design is warranted or appropriate when the case is revelatory, when there is a belief or assumption that the problems discovered in a particular case are common to other cases as well' Yin (2009: 48). Some of the findings about the individual college would be common to other FE colleges, therefore this case study can be understood to be revelatory.

Stake (1994) describes three types of case study:

- Intrinsic: one explores a particular case to gain a better understanding of it.
- Instrumental: a particular case is examined to provide information about or insight into issues or to refine a theory.
- Collective: a number of cases are studied jointly in order to inquire into the phenomena, population or general condition. Stake (1994: 237)

The study goal was to develop understandings of a particular case, namely the development of CPD leadership in an FE college. This was an intrinsic case study. The research was not without its limitations and problems. A major limitation of a single case-study is the lack of statistical generalisability. This study did not have the goal of statistical generalizability but it aimed to be relevant beyond the setting of the



case and it did set out to develop rich understandings of a complex phenomenon. The goal of the study was to develop a deep understanding of CPD leadership development in an FE college through an exploratory case study. The data collected and analysed provided evidence for the findings reported in chapter 4. In addition, the study served to explore the conceptual framework of the forces which effected CPD leadership development.

### **3.3 Selecting participants**

It was important to identify a range of CPD leaders and the SMT members that reflected an interesting cross-section of knowledge, experience and perspective in relation to CPD leadership and its effective development. A purposive, non-probability approach was used to identify and select participants for this study who were knowledgeable about the issue in question and on the basis of their sustained participation and involvement in the contexts of interest. (Brink & Wood, 1988). Creswell (2003) also argues that this kind of approach is suitable for identifying participants and the sites of their work that will best help the researcher develop relevant understandings related to the research problem and questions. In order to address my research questions, I carried out in-depth, semi-structured interviews with seven SMT members and ten CPD leaders from the following faculties, Engineering, Business Study and Education Department. I was well placed to identify key CPD leaders who are able to provide relevant, appropriate and richly contextualised information that would not have been available from others.

Below are the CPD leaders and SMT members who were selected for the research.

No	Gender	Age	No. of Years Teaching in the College	Job Title
L1	Male	52 years	3 years	MV Course tutor
L2	Male	46 years	12 years	ILCT Champion
L3	Female	41 years	15 years	Curriculum Quality Leader
L4	Male	52 years	7 years	Curriculum Quality Leader
L5	Female	54 years	22 years	ILCT Champion
L6	Male	47 years	22 years	Curriculum Quality Leader
L7	Male	35 years	2 years	A1 & A2 Assessor Trainer
L8	Female	54 years	16 years	Tutorial Manager
L9	Male	52 years	14 years	Curriculum Quality Leader
L10	Female	54 years	8 years	Assessor

Table (3.1) summarises the gender, age, experience and roles of the CPD leaders

.SMT members' participants were chosen for the research.

No	Gender	Age	No. of Years Working in the College	Job Title
S1	Male	58 years	34 years	Development Manager
S2	Male	57 years	30 years	Head of Engineering
S3	Male	54 years	21 years	Quality Manager
S4	Male	35 years	9 years	ILCT Manager
S5	Male	47 years	20 years	Head of Business and ICT
S6	Male	51 years	7 years	Vice Principal

Table (3.2) summarises the gender, age, experience and roles of the SMT members

### 3.4 Strategies of data collection

Various research methods, such as interviews, group discussions, diaries or personal logs, documents, questionnaires, observations and tests, and evaluation were considered and examined in order to establish the most suitable method for the research. The use of interviews is one of the most popular methods of data collection

in qualitative methodology. Individual face-to-face interviews were chosen as the most appropriate method for this study as they offered reliable data-gathering methods from individuals in an informal and unobtrusive environment, with an assurance of confidentiality.

This also seemed the method most likely to yield the answers to the questions posed in this research. Denscombe (2007) states, 'With semi-structured interviews, the interviewer still has a clear list of issues to be addressed and questions to be answered, the answers are open-ended, and there is more emphasis in the interview on elaborating points of interests', (Denscombe, 2007:176). The research was concerned with portraying and capturing the uniqueness of how each CPD leader developed as expressed in their own words, thus interviews for CPD leaders and SMT members were developed as shown in Appendix C and Appendix D with open-ended questions designed to elicit personalised information in order to discover how the individuals viewed the world around them. The interview questions were based on issues identified from the literature review and from my own experiences in the FE sector as shown below:

Interview Question 1	What is your understanding of the term CPD?
Interview Question 2	What are staff views of CPD in the college?
Interview Question 3	How is CPD organised in the college?
Interview Question 4	What are the features of an effective CPD?
Interview Question 5	What is your job title, and what does it entail?
Interview Question 6	How long have you been teaching in the college?
Interview Question 7	What is the range of responsibilities involved in your role as a CPD leader?
Interview Question 8	What are the qualities and characteristics of effective CPD leaders?
Interview Question 9	How were you chosen for the role?
Interview Question 10	How CPD leadership needs have been identified?
Interview Question 11	What training programmes and resources are available for your development?
Interview Question 12	Who are the key providers of CPD in the college?
Interview Question 13	What are the characteristics of effective training

	programmes for CPD leadership?
Interview Question 14	How your individual needs are matched with the college needs?
Interview Question 15	Do you think there is a conflict between CPD leadership needs and college needs?
Interview Question 16	What are the main barriers you have encountered in undertaking your role as CPD leader?
Interview Question 17	What are the main barriers for CPD in carrying out their role effectively?
Interview Question 18	What are the main criteria used to allocate funding and support for your development?
Interview Question 19	What do you think is the staff attitude toward their own training and development?
Interview Question 20	How do you receive feedback on development sessions?

### **3.5 Research management**

In this section, I will address my position in the research, access, ethics, selection of participants, pilot interview, preparing for interview, data analysis, triangulation, reliability and trustworthiness, validity, authenticity, limitations of the study.

#### **3.5.1 Role of the researcher**

The role of the researcher in semi-structured interviews is very important. The interviewer can guide the conversation and picking up signs and signals from what is being said. It is however important that the guidance is not allowed to influence participants and they should be encouraged to talk freely. Leading questions can skew the evidence obtained to support the premise being put forward (Morrison, 1993) but they also help to elicit information that the interviewee is trying to conceal (Kvale, 1996). Questions must be clear and not open to interpretation, and should not to lead to confusion in the minds of the participants.

My position in the research: I am a senior member of teaching staff, and a course tutor for the HNC in Electrical and Electronics Engineering, also a researcher for

CPD leadership development in an FE college. My role was a key to the success of the project. My knowledge and experience in the college were valuable in identifying an area for study. I was aware of the tendency to include my own perceptions in my questioning of the participants or the analysis of my results and data, and was aware of the need to be focused on my research questions to enable me to capture the most valid and reliable data possible.

### **3.5.2 Access**

Having worked for over 25 years in the FE sector, I was very familiar with much of the politics and many of the protocols of educational research in these settings. I had experience working as a lecturer, head of the Electronic Engineering section, and a course tutor for several groups, also as enterprise champion for the Faculty of Engineering. My roles gave me the confidence to approach my college for permission to undertake my case study there.

### **3.5.3 Ethics**

The confidentiality and anonymous treatment of participants' data should be considered the norm when conducting research (BERA, 2004) and the participants should have an entitlement to confidentiality, anonymity and privacy, unless they have specifically given permission for their identity to be known. Pring (2001) explores the continuous relationship between codes of ethics and the range of virtues that characterise ethical researchers. He argues that the general principles that underpin such guidelines are often unclear when it comes to how they are applied to practice.

The research was carried out with the approval of the college principal, the vice principal, heads of the faculties which were involved in the research and with all participants involved in the study which was in accordance with the British Education Research Association's ethical guidelines for education research (BERA, 2004). All participants were given an opportunity to amend or withdraw part or all of their interview transcript should they wish. The research was not personally focused; therefore there were no implications for potentially harming those who were involved in the research.

As one of the key principles of ethical research is that harm to research participants must be avoided (BERA, 2004), assurance was given to all participants that no harm would result from their participation in the research. All recorded data (voice and text) were stored without names, using unique numbers as identifiers for analysis purposes. As no personal data was retained electronically or in hard copy, there was therefore no implication in relation to the Data Protection Act (1998). The nature of my research study did not pose any kind of ethical problems, I was dealing with adult colleagues who were aware of the nature of my research and had signed a consent form Appendix A, which included details of my study. This addressed participants' willingness to participate and be recorded with guaranteed of anonymity and confidentiality, as well as offering them the right to withdraw from the study at any time. Cohen and Manion,(1994) define informed consent as 'the procedures in which individuals choose whether to participate in an investigation after being informed of facts that would be likely to influence their decision'.(Cohen and Manion 1994: 35). Ethical issues of confidentiality and the level of personal involvement between the participants and me, as a researcher, were also considered. Although I knew who

provided the information and it was not anonymous to me, there was no connection been made public in the thesis, or anywhere else, between the collected data and participants.

All participants were aware of my own role in college, which could have been considered as influential due to my position, the length of time I had been employed at the college and my close links with the SMT members, I took that into consideration when I discussed confidentiality with participants. Trust and confidentiality had been built and practised over the years between the participants and myself. All participants were provided with a copy of the executive summary and a copy of their individual interviews as soon as the thesis was completed.

#### **3.5.4 Pilot Interview**

Before carrying out the main interviews, a number of pilot sessions were carried out. The purpose of the pilot procedure was to examine and refine interview questions and the order of question, as well as to test the acceptability of the interview content. Pilot interviews were carried out among a sample of five participants, three CPD leaders from the Faculty of Engineering and two SMT members from the Education Department. For pilot interview questions, see Appendix B. Burns and Grove, (1993) state that 'a pilot interview is conducted with participants who fulfilled the required set criteria for the population', (Burns and Grove, 1993:366). The interview process in the pilot study did not reveal any problems. The participants understood the research questions and the same research questions were used in the main research.

### **3.5.5 Preparing for the interviews**

Seventeen interviews were carried out on a one-to-one basis in participants' offices in the college between December 2009 and May 2010. Each interview lasted between 30 and 45 minutes, the interviews were audio recorded. Denscombe, (2007) states, 'Audio tape recording offers a permanent record and captures speech' (Denscombe, 2007: 194). I created an atmosphere of trust, friendliness and openness from the moment I met the participants for an interview. Krueger, (1994) stated, 'Purposeful small talk facilitates a warm and friendly environment so as to put the participants at ease' (Krueger, 1994:36). I ensured a trusting and open atmosphere by greeting the participants and reassuring them about confidentiality, also I shared some of my knowledge and experience with participants to encourage them to talk. Tutty, Rothery and Grinell (1996), state, 'It is also accepted that the researcher, as an interviewer, can share some of his/her own perceptions and reactions with the participants. This provides an opportunity for continuing dialogue', (Tutty, Rothery and Grinell, 1996: 57).

I was aware of the busy schedule of the participants, so I was flexible with regards arranging and rearranging interviews. In one case I had to stop the interview halfway and to continue a week later as the participant was called to cover for another member of staff. Nyamathi and Shuler (1990), state that 'the researcher had to realise that characteristics such as flexibility, adaptability, humour, accepting ambiguity, empathy and accepting one's emotions would contribute towards successfully completing the study', (Nyamathi and Shuler, 1990: 128).



I have made my position and my motivation for the research clear to all participants. Berg (1985) states that ‘the researcher must acknowledge his/her own motivation for the study in order to discover the true feelings of the participants’, (Berg, 1985:93). It is also suggested by Denzin and Lincoln (2000) that ‘the researcher broadens his/her knowledge base and prepares for the research by studying literature on the topic. Being well prepared on the topic, the researcher can pick up subtle clues in the interviews and follow them up with leading questions in order to clarify the information given’,(Denzin and Lincoln, 2000: 226).

**Below Research questions linked to interview questions for CPD leaders and SMT members.**

Research Questions	Interview Questions
RQ1: What are the CPD leaders’ perceptions and interpretations of the term CPD?	What do you understand by the term CPD? What is the feature of good CPD? What is CPD policy in the college? What are staff views about CPD?
RQ2: What are the individual roles and responsibilities of CPD leaders?	Can you describe your current role and what it entails? What types of CPD are organised for others.
RQ3: How are CPD leaders supported in their professional development? Why do CPD leaders find some types of support are more effective than others?	How have your professional needs been identified? What are the sources and support available for CPD leaders? Which types of support have you found it more effective than others? Who are the main providers of CPD?
RQ4: What are the challenges and barriers which individual CPD leaders face in carrying out their role as CPD leaders?	Talk about the challenges that you have had to face as you are carrying out your role?

Table (3.3) Research questions linked to interview questions for CPD leadership

Research Questions	Interviews Questions
RQ1: Why CPD is important for the college?	Tel me why CPD is important for the college? What is the CPD policy for the college? What are the features of good CPD?
RQ2: What are the individual roles and responsibilities of CPD leaders?	Talk about the job description for CPD leaders? What skills and abilities you are looking for to fulfil the role? Can you describe to me one or two CPD events that you have organised to facilitate for others?
RQ3: How are CPD leaders supported in their professional development? Why do CPD leaders find some types of support are more effective than others?	Talk about how you support the development of CPD leadership? What support do you believe is effective and why? Who are the main provides of the CPD development?
RQ4: What are the challenges and barriers which individual CPD leaders face in carrying out their role as CPD leaders?	Talk about the difficulties and challenges in developing CPD leadership?

Table (3.4) Research questions linked to interview questions for SMT members

## Data analysis

Various data analysis methods were considered and critically examined in order to establish the most suitable method. For my research, I have studied the three approaches which are outlined by the University of Birmingham, School of Education in the Guidelines for Your Thesis (2008). These are the following approaches:

- Approach One: Gunter (1999): Vignettes and drawing themes.
- Approach Two: Miles and Huberman (1994): Theorising the findings.
- Approach Three NCSL Rhodes and Brundrett. (2006): Narrative analysis.

Each method has its own advantages and disadvantages. Having examined the different methods of analysis, the Miles and Huberman (1994) approach was adopted. Miles and Huberman (1994) define data analyses as 'consisting of three concurrent flows of activity: (1) Data reduction, (2) Data display and (3) Conclusion drawing/verification' (Miles and Huberman, 1994: 10).

They explain these three stages of qualitative data analysis as follows:

- i. Data reduction involves identifying, coding and classifying data into categories;
- ii. Data display involves summarising and assembling the information so that the themes and patterns are displayed;
- iii. Verification involves interpreting the data, drawing conclusions and verifying meanings.

Once the interview responses had been audio-taped and the data had been collected, then they were transcribed. It was important that broad themes and issues that were repeated frequently or infrequently were identified to capture the complete range of perceptions of the participants. The data were qualitative in nature as in Table 3.8, which was adapted from Denscombe (2003), summarises the advantages and disadvantages of qualitative analysis.

Advantages	Disadvantages
The descriptions and theories are 'grounded' in reality, i.e. the analysis has its roots in the conditions of social existence.	It is difficult to generalise from the data and therefore findings may be less representative than from quantitative research.
There is a richness and detail in the data which enable a sound analysis of the subtleties of each individual's life story.	Interpretation is intertwined with the 'self' of the researcher. The findings may be a creation of the researcher rather than a discovery of fact.
There is a tolerance of ambiguity and contradictions which reflects the social reality of what is being investigated.	There is the possibility of decontextualising the meaning. Providing quotations in the analysis may well take the spoken word out of context and the meaning becomes lost.
There is the possibility of alternative explanations because it draws on the interpretative skills of the researcher rather than the presumption that there is one correct explanation.	There is a danger of over-simplifying the explanation if anomalies are identified and do not 'fit' with the themes constructed.

Table (3.5) Advantages and disadvantages of qualitative analysis. (Adapted from Denscombe, 2003, 280-281)

Denscombe, (2003) sees thematic analysis as the situation when 'the researcher begins to identify relationships between codes or categories of data or becomes aware of patterns of themes within the data', (Denscombe, 2003:292). The data collected from the 17 participants was transcribed. The data were reduced in order to summarise themes and trends. This highlighted patterns within the data, and groups or categorises of themes that arose. The intention of this research was to gather the perception of CPD leaders and reflect on their CPD leadership development.

Thematic analysis in this research offered the researcher opportunities to systematically sift through a rich body of data. For each transcript themes were identified in an organised manner, patterns emerging from the data were put into a matrix, and the data were analysed according to the issues which emerged during the process; thus the emerging themes from the data analysed using the inductive approach.

### **3.5.7 Triangulation**

Denscombe (2007) comments on the benefits to research of obtaining data on the same topic from different sources, a process often referred to as triangulation. This is considered to improve the quality of the data used for analysis as it will present issues from different perspectives and provide the opportunity for certain findings to be corroborated. In this research the case study findings were triangulated, according to Cohen et al, (2007) and stated: 'Triangulation within themselves by involving respondents from different levels of the organizational hierarchy', (Cohen et al, 2007:17). I collected data from two different levels of participants, CPD leaders and SMT members, where the data analysed and triangulated for reliability.

### **3.5.8 Reliability or trustworthiness**

Reliability should be quite high for the study, because research methods are used again in the same context, similar results would be expected. However, because of the very nature of studying CPD leaders, changes in the data would be inevitable at a later date as CPD leadership and college policies can change very quickly. If a different researcher undertakes data collection at a later date, the context of the CPD leaders' role may have changed due the nature of the work then being undertaken by the college. In addition participants' perceptions could change over time, so the results might be different. However, the methodology and research instruments could be used again in other colleges in this country or overseas. In fact this would be most desirable as it would contribute to knowledge of CPD leadership development. Denscombe (2003) considers that: 'greater level of reliability is obtained when the data obtained using a particular research method remains the same if that method is repeated. In that instance, if different results were to be obtained it could be considered that this variation would be due entirely to changes in the issues being researched' (Denscombe, 2003:78).

The following are some of the definitions for reliability: Denzin and Lincoln, (2000) define reliability, trustworthiness as 'the extent to which findings can be replicated, or reproduced by another inquirer' (Denzin and Lincoln, 2000:98)

Lincoln and Guba, (1985) state, 'The reliability or trustworthiness of methods and research practices in qualitative research is concerned with dependability' (Lincoln and Guba, 1985:36).

Silverman, (2000) states, 'Reliability or the degree of consistency with which instances are assigned to the same category by different observers or by the same observer on different occasions, (Silverman, 2000:188).

Miles and Huberman, (1994) define reliability as follows: 'The underlying issue is whether the process of the study is consistent, reasonably stable over time and across researchers and/or methods' (Miles & Huberman 1994: 37).

According to Leedy and Ormrod, (2001), reliability can be enhanced by using a Standardised instrument and in the case of subjective judgments, specifying the criteria that dictate the kinds of judgment the researcher makes. (Leedy and Ormrod, 2001: 27). Although the research is not generalisable, trends and themes have emerged to inform and answer my research questions and contribute to an ongoing research agenda, as the outcomes were potentially related to other similar organisations attempts to develop CPD leadership in FE.

The reliability was enhanced in the study in the following ways:

- The use of a semi-structured interview guide allowed for some consistency in the way the instrument was administered. All participants were provided with the same standardised questions that had been carefully worded after piloting. Interviews were transcribed as accurately as possible and returned to participants for verification.

- The interviews were held at approximately the same time each day, usually mid-to-late morning, and were conducted on Tuesdays, Wednesdays and Thursdays only. Mondays and Fridays were generally avoided as they were perceived to be hectic days for most participants.
- All participants held a senior position, which was considered likely to increase consistency in the responses based on the assumption that the staff had a good level of understanding of CPD leadership development.

### **3.5.10 Validity**

Validity is clearly strengthened by the research aims and objectives. It was not possible to avoid researcher bias entirely, although every attempt was made to do so by keeping the focus strong and consistent and acknowledging areas where the bias might have had an influence. Furthermore, this was achieved by clarifying the researcher's position in the research throughout, and identifying any areas where personal experience and beliefs might have had a stronger influence than others. I audio-recorded the conversations for accurate interpretations, and also I have retained transcripts for respondents' verification. Denscombe, (2003) states that 'validity of the research and data obtained relates to how far the data reflect the truth, or reality, of the situation being investigated' (Denscombe, 2003:24). Hence, bearing in mind that my status as a researcher could impact on participants' responses, I made efforts to establish a trusting professional relationship with all those who participated in my study.

### **3.6 Optimising the quality of the data and findings of the study**

High quality data is characterised by plenty of contextual detail about particular concrete settings, examples of general claims, clarity of terms, and congruence. Researchers can have more confidence in the authenticity and trustworthiness of accounts that have these characteristics. But people need to be supported in developing accounts that are richly contextualised in these ways. This is why probing strategies are important in the interviews: the purposes of probing in qualitative research are often to support the articulation by informants of accounts that are characterised by the following features a) plenty of contextual detail, b) clarification of vague ideas, acronyms and technical terms, and c) congruence. The quality of relationship and the establishment of rapport are important in the development of fieldwork because the quality of relationships influences the quality of data (Cooper and McIntyre, 1996:26, Ball, 1993).

A combination of data related to the phenomenon/phenomena under study and generated using different methods of collection and analysis allow the development of understanding from different angles or perspectives known as triangulation. Confidence in the authenticity of accounts is enhanced when informants of the research recognise and affirm the findings referred to as respondent validation. Interviewing informants as soon as possible after events of interest supports their articulate accounts that are detailed and contain the features that foster confidence in their authenticity and trustworthiness.



### **3.7 Analytic strategies:**

All claims were based on evidence and claims were corroborated with evidence. A distinguished was made between what was normal as well as what was practice, beliefs and values on one hand and what exceptional practices, beliefs were and values on the other. I focused on what seemed fairly general and also on what seemed particular or exceptional. I included all relevant data even, and especially when this appeared inconsistent with emergent and regular patterns in the data. Negative instances were also reported.

### **3.8 Key criteria for claiming confidence in the quality of the data and the findings:**

#### **3.8.1 Authenticity:**

In coming to judgments about the quality of the interview accounts developed by CPD and senior leaders I wanted to be confident that what they reported to me was authentic and trustworthy. In other words I wanted to be sure that all my informants had made genuine attempts to express their truths. The two main criteria I applied to these judgements were authenticity and trustworthiness, which I briefly discuss now.

Confidence in the authenticity and trustworthiness of findings is increased when accounts are characterised by plenty of contextual detail, exemplifications of general points and claims, and clarification of technical terms and acronyms used. To optimise these characteristics in the interview accounts I adopted a probing strategy that consisted of questions that asked informants to provide more contextual detail,

examples of general points and clarification of technical terms as appropriate during the course of the interviews.

Using two distinct interviews with CPD leaders and senior leaders allowed me to develop understandings from their different perspectives. This opened up opportunities for triangulation. I would be able to have more confidence in the trustworthiness of my findings when both differences as well as similarities across the accounts of different informants were identified in the analysis of data. The interpretivist assumptions that informed this research reflected an interest in multiple diverse voices and their representations, as much as in convergence and agreement. Divergence as well as convergence in findings gave rise to authentic opportunities for developing new understandings and insights from the data.

Wider relevance was another criterion of quality relevant to this research. In keeping with the case study design of this research, I did not set out to make propositional generalisations based on statistical inference using probability theory and a large sample. Instead I developed data that were richly contextualised, with many examples from practice, allowing readers' experience to resonate with my findings. Stake (1995) discusses naturalistic generalisation as referring to the process through which the reader and not the researcher does the generalising by identifying with the findings and the rich accounts on which they based—a process whereby the reader translates findings developed in the research context I investigated to the contexts of practice in which the reader him/herself works. Conclusions drawn from this case study were necessarily cautions and tentative.

### **3.9 Summary**

This chapter has outlined the research design, including methodology, methods and management of the study. I have justified my philosophical approach and methodological position of this research, I have also explained the research strategy and method used. In addition I have justified the extent of the validity and reliability, and the ethics in this qualitative research. I have explained how the data were collected and analysed and I have acknowledged the limitations of the study.

The research was located in the humanistic domain, and it drew on the perceptions and accounts of the CPD leaders and their own experiences during their leadership development which prepared them for the role. The research should provide a greater understanding of CPD leadership development, and consequently, I am hoping this study will contribute to the ongoing wider educational debate about CPD leadership development.

The data which were collected from the participants was individualistic and subjective in nature as it dealt with the reality of each individual; the research subscribed to the subjectivist approach and my epistemology was interpretive in nature. My ontology was nominalist in nature as reality and the truth are the product of individual perception. The research design for this research was an interpretive one, in which a qualitative method was used. This approach stemmed from the fact that my aim as a researcher was to concentrate on one specific issue, namely CPD leadership development in the FE sector.

A case study was adopted as it was the most appropriate methodology for investigating CPD leadership development in FE sectors in depth and within its real-life context. Semi-structured interviews were adopted for the collection of the data, as this was a very effective way to collect in-depth detail about CPD leadership development. Data were analysed according to the issues which emerged during the process, thus the emerging themes from the data were analysed using the inductive approach. This chapter has aimed to show the chosen method and methodology for research into CPD leadership development in an FE college. An interpretive approach was adopted to enable understanding of individual experiences, and this should fit with my own stance which is humanistic in nature. Thus, with the researcher identify beliefs and values clearly stated and justified, the next chapter presents the research findings.

## CHAPTER 4

### Presentation of Findings

“The dimensions of partial failure and the limits of one’s own knowledge should be taken into account as elements of the findings which are worthy of presentation” (Flick, 2002:241).

#### 4.0 Introduction

This chapter presents the findings from the 17 interviews undertaken with ten CPD leaders and seven SMT members. The findings are broken down into themes related to the research questions using quotations from the participants. Each theme is briefly summarised and the section concludes with a summary of the key findings and identifications of the emerging issues, which will be discussed in the next chapter.

The quotations offered in this chapter were chosen as the best examples of the ideas expressed, issues shared and comments made by the participants in order to represent their points of view at the time of the interviews. The themes emanating from the responses to the interview questions related to each of the four research questions provided below:

Research question 1: What are the CPD leaders’ perceptions and interpretations of the term CPD?

*Themes: up-dating knowledge, meeting individual needs, college CPD policy*

Research question 2: What are the individual roles and responsibilities of CPD leaders?

*Themes: job title, selection methods, role, characteristics, experience*

Research question 3: How are CPD leaders supported in their professional development? Why do CPD leaders find some types of support are more effective than others?

*Themes: identification of needs, training programmes, effective training.*

Research question 4: What are the challenges and barriers which individual CPD leaders face in carrying out their roles?

*Themes: Time, funding, CPD leaders and staff attitude, feedback*

- The ten CPD leaders were labelled L1 to L10; the letter 'L' indicated the participant's role as a CPD leader.
- The seven SMT members were labelled S1 to S7, the letter 'S' indicated the participant role as SMT member.
- Numbers 1 to 10 located the CPD leader's interview number, followed by the page number from the individual interview transcripts.
- Numbers 1 to 7 located the SMT member's interview number, followed by the page number from the individual interview transcripts.

This labelling technique for CPD leaders and SMT members was used to refer back to the participants' interviews, as well as to fulfil the confidentiality agreement with them.

#### **4.1 Research Question 1: What are CPD leaders' perceptions and interpretations of the term CPD?**

The responses to the above interview question gave rise to four encompassing themes, namely;

- Perceptions and interpretations of the term CPD;
- Awareness and understanding of college CPD policy;
- The features of effective CPD;
- Participants' perception of staff views on CPD.

#### **CPD leadership perception**

##### **4.1.1 CPD leaders' perceptions and interpretations of the term CPD**

Interview Question 1: What is your understanding of the term CPD?

When CPD leaders were asked to talk about their understanding of the term CPD, all of them, except one, viewed CPD in terms of updating subject knowledge and updating skills for teaching as well as in relation to meeting individual needs, but none of them was aware of the college CPD policy. The first question drew out CPD leaders' perceptions and interpretations, and their understanding of the term CPD. The majority of CPD Leaders (n=9) viewed CPD in terms of updating subject knowledge, updating skills for teaching, and to meet individual needs. The following were some of their responses: 'It is gaining up-to-date knowledge, understanding of different things and techniques. Also being aware of future development within my subject area and also another side which is teaching skills, being up-to-date with sort of like different styles of teaching, keeping up-to-date with methods that young people or even older people learn' (L1: 1).

Other CPD leaders responded: 'CPD as far as I'm concerned, it's basically making sure that you stay up-to-date with subject knowledge, and to meet the individual needs' (L5:1). Also another one states: 'Continuous Professional Development provides people with the opportunity to improve their skills, as I say, enhance your skills or keep in touch with what's happening in the real world' (L9:1). Only one CPD leader viewed CPD in terms of the Institute for Learning (IfL) requirement, and she stated: 'it is also a requirement of the Institute for Learning that you have to do, I believe its 30 hours at least CPD per year' (L10: 1).

#### **4.1.2 SMT members' perceptions and interpretations of the term CPD**

Interview Question 1: What is your understanding of the term CPD?

All SMT members (n=7) held similar views to those of CPD leaders about their perception of the term CPD. They tended to see CPD as a vehicle for updating knowledge and teaching skills. Typical responses were as follows:

'I think CPD or Continuing Professional Development has got a very big place in today's teaching. It keeps us up-to-date in what's happening, with new developments in teaching and learning and also with the new qualifications that we need to be qualified teachers' (S1:1).

'It keeps the staff up-to-date with industry developments. Well, there's two kinds of CPD isn't there? There's CPD in terms of the vocational subject so if you're an assessor for an awarding body, then you have to do 30 hours of CPD in a vocational context so that your skills are still reflecting what's going on in industry, and then there's teacher training CPD' (S7:1).

Also the majority of SMT members' (n=6) accounts appeared to express a broader understanding of CPD which went beyond a focus on updating knowledge and skills, for them, it also met the needs of individuals, of the college, of industry and the requirements of the IfL. The following were some of the responses:

'I feel that first of all we must make sure that we have sufficiently trained staff with the requisite skills and knowledge to meet the needs of our local industry, and also to meet the needs of school leavers, so I think they're the two main important areas. It's to make sure we are delivering for the local community and



industry, and it is for staff to maintain their own professional development and their own career development' (S2: 1).

'Well, the college is a business like all other colleges and therefore we have to take into account business needs as well as individual needs. So from a business point of view it would be driven from the senior management team. Senior management team would be giving us guidelines as to the types of standards that they're looking for, so there will be parameters in which we have to work to deliver courses, for example, there'll be a minimum number of recruitment to a course, there'll be a minimum payment of a course fee and those types of things will drive what we actually deliver' (S7: 9).

In contrast to CPD leaders, the SMT members tended to express a broader understanding of CPD that went beyond a focus on updating staff skills and knowledge to one which was geared towards the broader needs of the individual, the college, local industry and the IfL.

#### **4.1.3 CPD leaders' perceptions of staff views about CPD**

Interview Question 2: What are staff views of CPD in the college?

The overall perception of CPD leaders was negative when they were asked to reflect on the staff views about CPD in the college. Half of CPD leaders (n=5) thought staff held negative views about CPD, as it was not considered relevant to their own work.

The following were some of their responses:

'... the overarching sort of college ones which I think a lot of them probably think does not suit staff needs, they just think a lot of the stuff is probably repeated such as Equality and Diversity, Equal Opportunities. It's just repetitive and

sometimes they're not always put across in what some of my colleagues would probably class as a professional fashion' (L1:3).

'The planned CPD that the college put on unfortunately isn't very positive. A lot of the staff feel that some of the CPD arranged is not appropriate, or if it is appropriate, they feel the delivery is very poor. Lots of setting and listing and not much activity, not much participation' (L4:4).

Some CPD leaders' (n=4) perceptions were mixed as they believed that some teaching staff had positive views while others had negative views. The following were some of their responses:

'... interesting one, mixed I would say. I think a lot of lecturing staff think that a lot of the college-wide staff development sessions are a bit of a waste of time, a lot of staff don't feel that it's very relevant to their particular needs and requirements. They had practical, hands-on experience of actually having a go and doing it and it's also since been reinforced because they have to use it in their job, so I think that was fairly effective' (L5:6).

'mixed depending on the organisation and content. Not always relevant to their work' (L9:3).

Only one CPD leader believed that all staff had positive views regarding CPD, and stated: 'I would say that everyone is in favour of CPD as they need to progress and develop their knowledge' (L6:3).

Half of CPD leaders (n=5) perceived that teaching staff had negative views about CPD in the college, and some of the CPD leaders (n=4) had mixed views; only one CPD leader believed that all teaching staff had positive views of CPD in the college.

#### **4.1.4 SMT members' perceptions of staff views about CPD**

Interview Question 2: What are staff views of CPD in the college?

The majority of SMT members (n=4) believed that staff had positive views about CPD in the college. The following were some of their responses:

‘... generally viewed positively, and they feel that it’s time well spent’. (S4: 2).

‘... The views of staff are quite positive. As I said, it keeps them up-to-date, also it gives them evidence for their QTLS to submit for their portfolio for their 30 hours, yeah I think it’s quite positive’ (L1:2).

‘... very positively generally. I said I think that most staff that come into the college because they are committed to people’s learning , automatically they are very committed to CPD, so the perception I get and the feedback I see is usually very positive’, (S5:3).

Other SMT members (n=3) believed that staff had mixed views about CPD, the following were some of their responses:

‘I think there’s a mixed feeling there really. Some staff welcomed CPD. In fact some staff try to do more CPD than they need to because they are interested in developing their careers further. There are other staff who will not want to do CPD, they plod along rather than have career development’ (S2:2).

‘... it is mixed, it depends on the session, group, where is done and how long is the session’ (S4:2).

‘... varies depending who is delivering the CPD. Staff often do get frustrated with the quality of delivery’ (S7:2)

The majority of SMT members (n=4) considered that staff views about CPD in the college were positive as staff were very committed and they needed to develop to progress in their career, while other SMT members (n=3) believed staff had varied views about CPD, and it depended on the session and on the way in which it was delivered.

#### **4.1.5 CPD leaders’ awareness and understanding of college CPD policy**

Interview question 3: How is CPD organised in the college?

The following was the official college definition of CPD: ‘CPD is any activity undertaken for updating knowledge or developing skills to perform the job’. It also added, ‘In line with the new statutory requirements for teaching staff, the college is committed to providing staff with opportunities to undertake a minimum of 30 hours’ continuous professional development (pro rata for part-time staff with a minimum of 6 hours).

Employees on a lecturer contract were entitled to take up to 5 days /37 hours per annum for personal development (pro rata for part-time staff). SMT members had a system in place to ensure that all teaching staff undertook at least 30 hours of CPD per year by offering 5 days of in-house training’ (College Resources Handbook 2010-2015), see Appendix G.

None of the CPD leaders (n=10) appeared to be knowledgeable about the principles which underpinned college CPD policy or the way CPD was organised in order to realise those principles in practice. For example, when CPD leaders were asked about the college policy regarding CPD, typical responses were as follows:

'I don't know. I mean if one of the questions you asked me back at the beginning is "What's the college policy for CPD?" I'm sure there is a policy. I don't know that I would be able to actually give you the terms of it' (L10: 2).

'No, not really. I mean I do know that when we have, you know there are certain sorts of days ... but not really, not just how who decides where, when and what it's going to be really' (L10:5).

'Not all the nuts and bolts of it but essentially from senior management team looking at new developments within the teaching and learning' (L2: 2).

It was clear from CPD leaders' responses that they lacked knowledge of the organisation, the policy, and the principles underpinning the policy related to CPD at the college. Also it was clear from the interviews that CPD leaders were not involved in decision-making, and they were not consulted about CPD policies. It seemed college policy about CPD was made by the SMT members without the involvement of CPD leaders. A key theme running through the data was the lack of awareness among CPD leaders about CPD policy at the college.

#### **4.1.6 SMT members' awareness and understanding of college CPD policy**

Interview question 3: How is CPD organised in the college?

By contrast, all SMT members (n=7) were fully aware of CPD policy and its organisation, emphasising the key role of SMT members in setting the strategic direction and their responsibility as specialists to support staff and meet the IfL requirement to provide 30 hours for CPD. Typical views expressed by some participants were as follows:

'I mean there is an actual leader, a director who I said is xxxx so it all comes under her lead at director level, but it does split down through different departments. So the HR department has a role in organising lots of the cross-college development, but of course the college does also have a teacher training and professional development department under xxxx, so when it comes to the very specific aspects of teacher development, teacher training and teacher CPD, that predominantly comes under a specialist team. That team under xxxx has got five or six very advanced practitioners that have been in teaching a very long time that are all grade 1 teachers' (S1:1).

'... there's a commitment to all members of staff to support the minimum 30 hours or pro rata CPD per annum, which is a minimum rather than the maximum, so if you look at the teachers' experience, we provide five days in-house training, which roughly equates to 30 hours. Teachers also have five days of personal development, and professional development on top of that, plus anything else that they choose to do, so there is a higher degree of commitment, but we do have that policy for all staff of the 30 hours' (S5:1).

There was a clear indication from the data that all SMT members (n=7) were fully aware of CPD policy and its organisation, while, by contrast, all of the CPD leaders (n=10) lacked knowledge of the college's CPD policy. This pattern in the data was not surprising in view of the apparent exclusion of CPD leaders from strategic college CPD policy decision-making.

#### **4.1.7 Views of CPD leaders about the features of effective CPD**

Interview Question 4: What are the features of an effective CPD?

CPD leaders had different views about the features of effective CPD. The majority (n=9) of CPD leaders viewed effective CPD in terms of its relevance to the subject area. The following were some of their responses:

'Something that's relevant, preferably enjoyable so that you're learning without necessarily feeling that you're back in the classroom' (L8:2).

'... It must have dual professionalism in terms of our subject specialism and also in terms of teaching and learning. We should be developing our subject's knowledge base but also developing our ability to deliver learning effectively' (L6:1).

One participant identified effective CPD as meeting individual needs, and stated:

'A good CPD programme actually tailors its programme to the needs of all the individuals' (L3:1).

Another participant identified effective CPD as meeting the needs of individuals balanced with the college's needs. CPD leaders stated:

'Basically like having a training plan that suits your needs and also the establishment's needs as well because obviously the college has its own needs' (L1:3).

It was clear from CPD leaders' responses that the CPD must be relevant to their subject area, helping them develop their teaching and learning skills, which would be reflected in the classroom.

#### **4.1.8 SMT members views about the features of an effective CPD**

Interview Question 4: What are the features of an effective CPD?

The following were some of the responses of SMT members when asked for their views about effective CPD, where the majority (n=6) of SMT members viewed effective CPD in terms of meeting the needs of the college, individuals and industry.

The following are some of the responses:

'I think the main feature of an effective CPD programme is to meet a number of needs, firstly the organisation's needs, then individual needs and to keep up to date in changes in industry',(S3:3).

'... brings best practice, relevant, current, up-to-date, up-skilling, value for money, meets individual needs, meets college needs, meets industrial needs' (S5: 3).

Another two SMT members viewed effective CPD in terms of aims and objectives:



'You've got to have aims and objectives and you've got to check that the aims and objectives have been met so, you know, the evaluation is key isn't it really? It's got to be relevant to their teaching lesson' (S7: 5).

One SMT members (n=1) viewed effective CPD in term of its relevance to individual needs and stated:

'That's a very good question. Sixty-four million dollar question almost. Firstly, it's got to be relevant, that's the most important thing I think. If they don't see the CPD as being almost immediately relevant, you know, something I can use tomorrow that makes sense to me straightaway and is going to be invaluable (S4: 2)

The majority (n=6) of SMT members viewed effective CPD in a wider terms, namely its relevance and how it met other needs, such as individual, college and local industry needs, while CPD leaders viewed it in terms of subject knowledge and individual needs.

#### **4.2 Research Question 2: What are the individual roles and responsibilities of CPD leaders?**

There was general agreement about what was involved in their individual roles and responsibilities as CPD leaders. The responses to the above question gave rise to five encompassing themes, namely:

- Job titles for CPD leaders;
- Length of experience of CPD leaders;
- CPD leaders' role;
- Methods for selecting CPD leaders;
- Qualities and characteristics of CPD leaders;

#### **4.2.1 Job titles for CPD leaders**

Interview Question 5: What is your job title, and what does it entail?

CQL (Curriculum Quality Leader) was a common title among CPD leaders; 4 out of 10 CPD leaders had this title. The following quotations illustrate CPD leaders' accounts in relation to their job title, as stated below:

'I'm a Curriculum Quality Leader. I work in teacher development and do a lot of mentoring as well as teaching on teacher training programmes' (L6:5).

'Yeah, my role is Curriculum Quality Leader for Business and IT and I also work for the Teacher Training Department and I also induct new staff' (L3: 6).

The college adopted different titles for participants delivering CPD in the college: CQL and Champion in IT were common titles. All CPD leaders (n=10) were teachers with remitted hours for their role as CPD leaders. One SMT member, in agreement with CPD leaders, stated:

'They are standard lecturer hours because they are on a lecturing contract and they have remitted hours from teaching; 10 hours per week is devoted to being a CPD leader' (S2:10).

It was clear from SMT members' responses that all CPD leadership roles (n=10) were additional to their already existing role, and remission hours were offered for the CPD leadership role. Different titles were used to describe the positions and roles held by participants, such as course tutor, Information Learning Communication and Technology (ILCT) Champion, Assessor /Trainer, Curriculum Quality Leader (CQL),

Tutorial Manager, and assessor. Each of these key participants saw their main role as being connected with CPD leadership, and their main responsibility being to support and help their colleagues, regardless of their roles and their job titles.

#### **4.2.2 Job titles for SMT.**

Interview Question 5: What is your job title, and what does it entail?

The following responses were given by SMT participants when they were asked about their job titles and what the job entailed:

‘Yeah. I’m the Vice-Principal for Finance and Resources so I’m the director responsible for finance, estates, IT and student administration’ (S5: 10).

‘My role in the college is to head up the team of Engineering staff which means it’s the lecturing staff, the technician staff, the study support staff, the key skills staff, the technicians, so that’s my main role is to head up the team. I also develop the curriculum in the academy and manage the finances of the academy. So that’s my main role’ (S2: 7).

‘ ... well, I’m the head of Business, IT and Professional Development which means I’m in charge of the academies delivering Business, IT and Teacher Training, and I have a responsibility for the development of teaching staff to meet the college definition of qualified status. So basically at the moment I’m the sort of person that academy managers see as being in charge of development, having the systems in place to develop the staff. I’m also, I suppose the guardian of the LLUK Standards and Regulations, so I’m the

person that would say, 'If you employ that person, the Teaching Training Regulations apply in this way' (S4: 5).

The SMT members had different titles and but they have well-defined job descriptions with clear roles.

#### **4.2.3 Length of teaching experience of CPD leaders**

Interview Question 6: How long have you been teaching in the college?

Participants were asked to state how long they had been teaching in the college. In total, 6 out of 10 CPD leaders (60%) had worked in the College more than 10 years. 5 out of 10 (50%) participants had worked for the college more than 14 years. This was an indication of the seniority and experience of the CPD leaders. The average length of time for leading the CPD was three years (since 2007 when CPD was introduced into FE sector). All CPD leaders (n=10) had occupied their CPD leadership role since September 2007, which suggested that responsibility for CPD leadership was held by those with considerable professional experience.

To successfully fulfil the role of CPD leader requires skills in a number of key areas, such as in advanced knowledge of subject areas, and in communication skills, it demands flexibility, a strong and positive orientation towards continuous learning, a set of effective teaching skills, and high levels of motivation. The following were some of the CPD leaders' responses concerning the length of time they had been teaching in the college:

'... too long. I've been here, I'm not actually sure how many years. I think it's about 21 or 22' (L5: 13).

‘That was it, I’ve been here 14 years, and it must be 14 years, I think. Yeah, I started out, I started out doing two hours a week, I think” (L9: 7).

It was clear from informants’ accounts that the majority of CPD leaders (n=6) were senior staff and had been teaching in the college for more than 10 years. The other 4 participants had taught in the college for 2 years, 3 years, 7 years and 8 years, so they were all experienced teachers. However, there appeared to be no other criteria beyond teaching experience for their selection as CPD leaders.

The leadership aspect of the role appeared to have been ignored. There was no indication that opportunities existed for CPD leaders to access leadership and management courses. Instead seniority and length of service for the college seemed to have been the key consideration behind their appointment to positions of responsibility for CPD leadership at the college.

#### **4.2.4 Length of working for the college by the SMT members**

Interview Question 6: How long have you been working for the college?

The majority of SMT members (n= 6) had worked for the college more than 17 years.

The following were some their responses:

‘I have been working here for the college 33, 34 years’ (S1: 6).

‘I have worked for the college 30 years, an old timer, and worked as head of engineering approximately 12 years’ (S2:8).

‘This is my 21<sup>st</sup> year. I have been over 21 years; I have been teaching since... what year was it? ... since ’83 I have been teaching ... what is that, 27 years?’ (S6: 7).

It was very clear that SMT members had worked a long time for the college.

#### **4.2.5 CPD leaders' role**

Interview Question 7: What is the range of responsibilities involved in your role as a CPD leader?

The majority of CPD leaders (n= 7) saw their role as supporting staff in terms of their CPD. Responses to this question suggested that the range of responsibilities of the role involved managing and provide CPD for staff to meet their 30 hours of mandatory CPD. The following were some of the views presented:

‘Helping and supporting and guiding my colleagues to further enhance their knowledge and understanding of the subject area and also their teaching and professionalism’ (L1: 10).

‘I am Curriculum Quality Leader. I do developmental observation, ESOL, English and maths and numeracy, and my role is a challenging one. Also it is a rewarding one’ (L10:6)

‘One CPD leader interpreted his role as an open one without any boundaries and stated: ‘Okay, you name it and I probably get involved in it’ (L8: 6).

Another CPD leader described the role as being specific to a certain group. ‘My current role is to just make sure that all the Art staff are comfortable with using IT in whatever capacity they need to use it’. (L4: 12)

One other CPD leader did not see his role as a CPD provider, although the CQL role that he fulfilled was recognised by SMT members as being that of a CPD leader, and it was identified and known by staff that the CQL role was to support and deliver CPD to staff: 'I'm not a CPD leader myself; I'm a Curriculum Quality Leader. I work in teacher development and do a lot of mentoring as well as teaching on teacher training programmes' (L6: 4).

The CPD leader's role was actively to support staff in undertaking appropriate continuous professional development and to ensure that their continuous professional development was in line with their best interests, and would enable them to effectively undertake their role in the college. The annual appraisal and graded observation process was utilised to plan for the future and to agree what type of continuous professional development they would undertake in the coming year. Different CPD leaders had different perceptions about their individual roles.

#### **4.2.6 SMT members' views on CPD leaders' role**

Interview Question 7: What is the range of responsibilities involved in CPD role?

The majority of SMT members (n= 5) saw CPD leaders role was to support, guide and encourage others as stated below:

'They have to be good teachers, they have to be able to demonstrate the ability to support, guide, encourage people, and not tell them what to do. They have to be interested in learning and teaching and they have to want to support people to move forward' (S4: 5)

#### **4.2.7 Qualities and characteristics of effective CPD leaders**

Interview Question 8: What are the qualities and characteristics of effective CPD leaders?

The majority of CPD leaders (n=7) considered teaching experience and a high score in the graded observation to be the essential qualities and characteristics of the CPD leaders. The following were some of their responses:

‘... well, as I just said, I’ve been here for a long time, I’m a very experienced teacher and I’ve recorded a number of high grades for my teaching for about I think five grade 1’s. I am a very effective teacher. I was then offered a little bit of teaching in teacher development, and the teaching just grew to the point where I was able to move from my previous subject specialism into teaching full-time’ (L6: 5).

One CPD leader viewed it in terms of skills and knowledge, as stated below:

‘Well, I guess there are sort of two aspects to it. I guess one set of skills because it is an IT role. One set of the skills set really is to do with IT skills and I do have good IT skills across the board, across a whole range of software packages, hardware, software, across a whole range of things, so I guess the skills set was there on the IT side’ ( L1: 2).

One CPD leader viewed it in terms of Interpersonal and communication skills, as stated below:

‘The other aspect of it which is equally as important really is having good interpersonal and communication skills. I am a people person, I like working with people and I’m quite friendly and approachable and get on very well with a whole range of people with good, as I say, communication and interpersonal skills’ (L5: 14).



The following CPD leader summarised the characteristics of a good CPD leader, and stated:

‘Very good communication skills. I certainly need to be approachable. You have to be proactive because other people will not do the work for you. You have to be quite forceful, but you have to be very sure of your plans and the way that you see things developing. You have to be very much organised and particularly when the role covers so many different aspects otherwise you just flounder and you lose it. You have to remain positive. I think you have to be quite a strong individual for it. It helps if you are numerate because of the data that we have to produce and so on, and obviously literate because of reports that we have to write. A quick thinker because you don’t know what’s going to come up from day to day, but that’s part of the fun’ (L8: 8).

Different CPD leaders had different characteristics; subject knowledge and good communication skills were the most common characteristics for CPD leaders. Being organised, quick-thinking and ability to remain positive were perceived as other characteristics of effective CPD leaders.

#### **4.2.8 SMT members’ perceptions of the qualities and characteristics of CPD leaders**

Interview Question 8: What are the qualities and characteristics of effective CPD leaders?

Most SMT members’ (n=6) view of the qualities and characteristics of an effective CPD leader was that they must have good knowledge of teaching and learning, and

should have scored either grade 1 or 2 in teaching according to graded observation, as stated below:

‘Good knowledge of the academy, good knowledge of teaching and learning, excellent communicators, and needs to be able to interpret the individual needs’. (S2: 7)

Only one SMT member mentioned that leadership skills were an important characteristic of CPD leaders.

‘Interpersonal skills, leadership skills which boils down to the ability to sit with people or stand in front of people, also a very strong knowledge of teaching and long experience in teaching’. (S4:9)

CPD leaders and SMT members stated that experience in teaching and knowledge of their subjects were the main characteristics of CPD leaders. They must also have a high score in graded observation. Only one SMT member acknowledged leadership skills to be an important characteristic of CPD leaders.

#### **4.2.9 Methods of selecting CPD leaders**

Interview Question 9: How were you chosen for the role?

The college had identified a need for more than one person to assume CPD leadership responsibilities for staff, which pointed to the complexity of the role. The vast majority of CPD leaders were senior members of teaching staff. The college had adopted the following titles for CPD leaders: Curriculum Quality Leaders (CQL); ICLT Champions; Senior Managers or Line Managers.

The following quotation illustrated the views of some CPD leaders about the method of selection for the role.

‘Right, the CQL, the Curriculum Quality Leaders had to go for an interview. They had to do, like, a presentation and obviously got to have, like, a keenness or be very keen in sort of, like, their subject area, also in teaching and learning to a degree so they’re generally, sort of, like, interviewed’. (L3: 5)

One CPD leader was very clear about how CPD leaders were selected. He stated:

‘The Curriculum Quality Leaders were appointed on the basis of their grades and their teaching performance and their appraisals’. (L3: 4)

CPD leaders were appointed on the basis of their long service in the college. They had been chosen for the role because of the outstanding quality of their teaching and communication skills and the high scores achieved in their teaching observation.

#### **4.2.10 SMT members’ accounts of the selection process of CPD leaders**

Interview Question 9: How are CPD leaders selected for the role?

The accounts of SMT members appeared to be consistent with the views expressed by CPD leaders. For members of SMT, key criteria included teaching and subject knowledge, expertise and qualifications. One SMT member stated:

‘I think it varies, but generally speaking excellence in teaching is the first kind of criteria and if you’re not a Grade 1, or at least consistently a Grade 2 and often a Grade 1 teacher, then that kind of puts you out of the running because obviously if you’re going to stand up in front of people and say, here is the right way to do things, then you need to be able to demonstrate that and prove that

yourself. Obviously a solid background in their own subject or their own area of specialism and both in terms of formal qualifications and experience'. (S4: 5)

Another SMT member believed the quality of teaching was central to the selection, and stated:

'They had to apply for it, and they went through selection exercises, one of them being the quality of their teaching'. (S5: 5)

The college had a list of named CPD leaders who had full responsibilities in relation to providing CPD sessions for their colleagues. SMT members were responsible for identifying both college CPD needs, and those of teachers. The needs were identified through existing mechanisms, such as monitoring and feedback, self-evaluation, formal discussions with individuals, graded observations and yearly appraisals. In a sense the college had a well-developed system in place for identifying both individual and college needs, according to SMT members, as they were responsible for the CPD budget.

**4.3 Research Question 3:** How are CPD leaders supported in their professional development?  
Why do some leaders find some types of support are more effective than others?

There was understanding that CPD leaders were supported by in-house training due to the cost-effectiveness of this mode compared to external CPD opportunities. The responses to the above question gave rise to five encompassing themes, namely:

- Identification of CPD leadership needs;
- Training programmes and support resources for CPD leadership development;
- Providers of CPD leaders development;

- Effective training programmes and training for CPD development;
- Matching individual needs with the college needs.

#### **4.3.1 Identification CPD leadership needs**

Interview Question 10: How have your needs have been met?

There was a system in the college for identifying CPD leaders' needs linked to yearly appraisal and graded observation by line managers and SMT members, which involved three observations in the course of the year. Firstly, there were peer observations in October when all teaching staff, including CPD leaders, observed each other with reference to good practice. Secondly, developmental observation took place in November when CPD leaders and SMT members observed teaching staff to identify staff needs for personal and professional development. Thirdly, there was graded observation in February, when SMT members observed CPD leaders and teaching staff and graded them from Grade 1 to 5. Finally, there was yearly appraisal in June undertaken by the academy managers.

The majority of CPD leaders (n=8) acknowledged that the yearly appraisal with their line manager was the main form of identifying their own needs and the following were some of their responses:

'Also perhaps, like, when you have an appraisal, okay, you get your chance to discuss. It's probably one of the few times you get the chance to discuss with your line manager what your personal needs are for development'. (L1: 6)

'... well, again, I would say the only system is the appraisal system. The appraisal system, though, is official in that we would have an official appraisal, I

don't know, maybe once or twice a year, but my immediate line manager I see about once every two or three weeks and the calls, conversations are recorded in the form, so I could I have the opportunity to talk to that person and say this is what I would like to do'. (L9: 7)

'The academy manager will identify staff needs by graded observation, leaders. It's a three-way process really, it's a mentoring process. It's a training process and it's a coaching process so I may be doing one of those three roles with the people, or all three. They have an appraisal with their line manager and during the appraisal then there's a time there when it can be put down that they need this particular type of training or that they need some up-skilling or some reminding of what goes on'. (L4: 3)

'I think they are looked at, discussed obviously with my ICLT line manager, with Andy, and we'll look at very much what we need to be doing as a team and therefore what each of the individual ILCT Champions needs to know, where we need to up-skill, where we need to develop to, then be able to move forward'. (L2: 5)

The other participants (n=2) identified their own personal development, one CPD leader stated:

'Yes, I tend to do it myself, yeah. The majority of my needs I identify'. (L9: 8)

The line managers played an important role in identifying CPD leaders' needs. The majority (n = 8) of CPD leaders acknowledged the important role that line managers

played in the identification of their personal CPD, while only a few CPD leaders (n=2) were asked to identify their own personal needs.

#### **4.3.2 SMT members' identification of CPD leadership needs**

Interview Question 10: How have CPD leadership needs have been identified?

All SMT members (n=7) agreed with the views of the majority of CPD leaders that line managers had played an important role in identifying CPD leaders' needs. The following were the responses:

'Their needs will come through their appraisal system; their needs also come from the work that they are doing. As the academy manager I may well identify their needs for them; it may be curriculum needs, it may be training or resources'. (S2: 3)

'I mean one of the key things is we do go through a bottom-up process through the appraisal so the theory certainly is that everyone in their appraisal, one of the key output is staff development needs of that individual and that the time an individual spends with their line managers talking about priorities for the next year, but the key thing they should be talking about is personal development needs or CPD of that individual and recording them'. (S6: 6)

'The professional development for CPD leaders are identified really through the training needs of my colleagues within the department, so through developmental observations, peer observations, graded observations. So any weaknesses we can look at and highlight and identify any CPD that they

require. Again through either their own line management and through their own appraisals'. (S1: 5)

It was clear from data analysis that there was a college system for identification of CPD needs. The college system was linked to appraisal and graded observation by line managers. In a few cases (n=2) CPD leaders identified their own individual needs.

#### **4.3.3 Training programmes and support resources for CPD leadership development**

Interview Question 11: What training programmes and resources are available for your development?

CPD leaders sought information from many sources. This diversity of interest was encouraged, with CPD leaders preferring the use of practical experience which was relevant to classroom practice. Proven methods, such as industrial visits and observing colleagues, were also considered to be useful forms of CPD leadership development. The majority of CPD leaders (n=7) preferred practical events:

'I think again, generally speaking if CPD that's seen as sort of practical, relevant, usable and genuinely improves people's either, you know, their efficiency or their quality of life, or you know their standard of work or whatever, I think is generally viewed as quite positive and people feel it's time well spent'.

(L3: 7)

'To my mind the training I received, and hopefully the training I gave, was fairly effective because it was actually teaching people how to use the software so it



was fairly structured. They had practical, hands-on experience of actually having a go and doing it and it's also since been reinforced because they actually have to use it in their jobs, so I think that was fairly effective'. (L5: 6)

'The most effective form of CPD would be perhaps maybe an industrial visit; maybe working perhaps sort of, like, somewhere for certain skills that you need to learn'. (L4: 5)

Half of the CPD leaders (n=5) expressed a high level of dissatisfaction with CPD events since some of the CPD sessions did not meet their needs or failed to live up to their expectations. Some professional training and support was criticised because the training was not a high-quality and was not relevant, for example, equality and diversity sessions. They also criticised the repetitious nature of some training sessions:

'The planned CPD that the college put on unfortunately isn't very positive. A lot of the staff feel that some of the CPD arranged is not appropriate or, if it is appropriate, they feel the delivery is very poor. A lot of staff go along to sessions where there's lots of sitting and listening and not much activity, not much participation. They feel that, you know, it's the same thing coming round again, and it may not be, I mean, it may be a misjudgement that, you know, if they actually went along to it, it would be beneficial.'. (L4:4)

Another CPD leader felt unhappy about the method of delivery of some repetitive information; others also disliked some of the sessions because they were unstructured and lacked aims and objectives. One stated:

‘The overarching sort of college ones, which, I think, a lot of them probably think are a little bit, don’t really suit their needs. They just think a lot of the stuff is probably repeated such as equality and diversity, equal opportunities. It’s just a repetition, and sometimes they’re not always put across in what some of my colleagues would probably class as a professional fashion for those types of things’. (L1: 3)

Two CPD leaders (n=2) valued external training. One CPD leader stated:

‘If you look at sort of, like, things like professional development, there are certain training courses that people can attend and one or two people have attended some training courses, not too many. I think generally they’re good, especially if they’re sort of, like, subject-related, they can be good, if they’re provided; if they’re delivered by an external provider and then obviously we have, like, training sessions, perhaps say, like, xxxxx from our IT who would show us how to use sort of, like, certain IT resources and things, which is generally good’. (L1: 3)

Respondents also valued the sharing of good practice among CPD leaders involving exchanging of ideas and updating each other about professional development, curriculum; ICT was also considered important. A session managed by the organiser, and involving the participants in the discussion was valued highly by some CPD leaders. It seemed that CPD leaders learned best when they learned from each other.

#### **4.3.4 SMT members’ accounts of training programmes and support resources for CPD leaders.**

Interview Question 11: What training programmes and resources are available for CPD leadership development?

SMT members identified a variety of sources of support and resources which were available for CPD leaders' development. One SMT member stated:

'A range of people provide training for CPD, there's a great deal of expertise in-house, so why does the college insist on using external people? So we have used internal expertise, and that's not determined by hierarchy, that's determined by skill and knowledge. So, for example, in some of the, some sessions that we've done on learning difficulties, it's the learning support staff that has run those. We use managers; we use expert practitioners so it's who knows about the topic that means we'll engage with them and use them'. (S5: 4)

'Training on the functional skills, training on the new BTEC programme, and training on what is new'. (S2:4)

'...regular cross-college meeting to share good practice training in management behaviour'. (S7:5)

The SMT identified a variety of training sessions for CPD leaders to suit individual, college and industry needs.

#### **4.3.5 Providers of CPD leadership development**

Interview Question 12: Who are the key providers of CPD in the college?

CPD at the college covered a wide range of formal and informal activities as indicated by the college policy (see Appendix 4 for examples of CPD activities promoted at the college). The provision of CPD was the responsibility of a large in-

house team, which provided a wide range of learning activities both formal and informal. The majority of CPD leaders (n=8) considered in-house training by CQLs, ILCT champions, and HR to be the main providers of CPD in the college. The following were some of the responses:

‘The college is one provider because they set up CPD sessions. There’s an organisation called LSIS learning and Skills ... I can’t think of the other two words but I should know really. They set up outside events, like I actually went to one this Wednesday which was an Engineering Network meeting which over the last four years we’ve had three per year’. (L4: 10)

‘... well, obviously the teacher training provides some of it, the CQL’s provide some training. The external agencies, we had in xxxx as consultant on management behaviour, but I think the other external agencies we had specific institute. They’re chosen by HR. My role isn’t to determine the input from external agencies’. (L3: 3)

Only two CPD (n=2) leaders acknowledged that external providers played a part in CPD leaders’ training. One CPD leader stated:

‘... the main providers – ACER, Regional Maths Centre, National Centre for the Excellence in Teaching Mathematics, NIACE and the NRDC National Research and Development Council. They tend to work together with NIACE but those are the main ones’. (L9: 8)

Another CPD leader stated:

‘xxxxx, he’s my main support, he liaises with University College London Computer Centre who run the VLE and Noodle and keeps the software updated

and things, but generally we don't have, we don't really have external stuff so really it comes through xxxx or he goes off on training sessions and then it gets cascaded onto us'. (L5: 10)

From Appendix (4) there was a clear indication that, in theory at least, there was a wide variety of CPD opportunities available to staff. However, according to the accounts of informants, the majority of CPD opportunities were available in the form of in-house training. There was only a limited number of CPD leaders (n=2) who took advantage of, and participated, in external training opportunities.

#### **4.3.6 SMT members' accounts of providers of CPD leadership development**

Interview Question 12: Who are the key providers of CPD in the college?

All SMT members (n=7) identified teaching staff and CQL as the main providers of CPD in the college. These were the accounts from some of the participants:

'The key providers, I think there's quite a team now. We have subject learning coaches that are kept well versed in CPD, senior management and it generally comes from there really: mentors, CQLs (Curriculum Quality Leaders) and subject learning coaches. And they are the main people and people perhaps from quality systems who are up-to-date with new ideas coming in perhaps from Ofsted or whatever. So, yeah, management, subject learning coaches and quality curriculum leaders'. (S1:3)

Another one stated that it depended on the quality of CPD:

'Good question depends on the CPD. For example, there's CPD for managers as well, and we've just had three weeks of finance that's been delivered by

xxxxxx, you know, budget management and funding and all sorts of things so hopefully it's the specialists who deliver. I mean if there was a staff development day on, say, study support, then we would draw in the staff, such as xxxxx, who are specialists in their area and we would involve them as much as we can. So the people ... we want to share good practice so hopefully it's either the specialist, the most knowledgeable person or somebody who is demonstrating really good practice that we want to share across the college'.

(S7:8)

All SMT members (n=7) identified CQLs and specialists in their areas as the main providers of CPD in the college.

#### **4.3.7 Effective training programmes for CPD leaders**

Interview Question 13: What are the characteristics of effective training programmes for CPD leadership?

CPD leaders felt that the most effective forms of training programme were those which met individual needs and responded to the college's needs. Effective CPD was perceived by CPD leaders to be relevant, up-to-date and involving collaborative processes, such as group discussion, and providing a vehicle for building on existing knowledge and the expertise of others. The majority of CPD leaders acknowledged that for the training to be effective, it had to meet their own individual needs. One CPD leader stated:

'Well, I would say that the activity needs to be very clearly linked to my job specification and that what I learn from doing the CPD would also be of benefit to my colleagues, so that having done the event, I can then feedback what I've

learnt so that my colleagues and students also benefit from it. If it was just purely for me, then it wouldn't really be justifiable'. (L6: 9)

One CPD leader reported the effectiveness of the CPD in terms of its relevance to their work and to the methods of delivery and stated:

'That's the million dollar question isn't it? I suppose it's got to be relevant to where you're at, and I would say not all of our staff development is relevant, but, as you say, it's got to be relevant and delivered in an interesting way. That would sort of probably tick the main boxes for me'. (L5: 3)

Two other CPD leaders reported that their CPD has been effective due to the introduction of ICT, and stated:

'I think Continuing Professional Development has three strands, I think it's to identify and teach you a new skill, which may be in the technology domain or new educational theories from research, so that's one strand. I think the second strand is updating current skills and I think the final strand is actually analysing and improving your weakness as a teacher'. (L3: 1)

#### **4.3.7 SMT members' accounts of the effective training programmes and training for CPD leaders**

Interview Question 13: What are the characteristics of effective training programmes for CPD leadership?

SMT Members explained the effectiveness of CPD in terms of improving the quality of teaching and learning. One member stated:

‘Character of an effective training, where CPD enhances the skills of the individual to provide better quality teaching and learning and because at the end of the day, we’ve come into teaching to deliver learning to learners so that they can move on and take up employment. So the characteristic of good training is something that bears in mind that’s the ultimate goal of the college, and so we should be enabling staff to be able to do that, providing training programmes that will help them to do that’. (S3: 7)

The demands for accountability, quality, efficacy of practice and funding highlighted the need for professionals to demonstrate that they were keeping abreast of new knowledge and of developments related to their fields within the college. There were a number of factors linked to college CPD: government policy concerning the mandatory 30 hours of CPD to be provided annually for all full-time teachers; college policy to meet learners’ needs, industry needs and individual needs; and the need to keep staff up-to-date with their subject. There were a few participants who explained the effectiveness of CPD in terms of meeting the needs of the college, supporting teachers and benefiting learners. One participant stated:

‘I think the feature of an effective training programme is to meet a number of needs. Firstly, there are organisational needs and in terms of strategic planning we should be looking forward to what skills the college will need over the next five, ten years, and we should be starting to look at putting training or CPD in place for key members of staff so that they’re ready for that. The CPD also should be seen in terms of getting people to qualified teacher status because that helps to support their job role and to support their work and it also benefits the learners’. (S3:3)



A key factor which emerged from the findings concerning effective training was that concerned with matching appropriate professional development provision to particular professional needs.

All SMT members (n=7) reported that as a result of CPD, there were noticeable changes in the knowledge and skills of staff, and also changes in their teaching practices, which SMT members believed benefited teachers as well as learners. One SMT member stated:

‘Due to CPD leadership development, there has to be an improvement on success rates, doesn’t there? And that is evaluated with each academy self-assessment report, and then from the academy self-assessment report there is a college self-assessment report. And the success rates have improved over a number of years, but then the benchmarks, the national average has also increased – so, yes, one would assume that if the teaching and learning has improved, CQLs are doing their job.’(S7: 13)

‘It’s evaluated through really, I suppose, the results in teaching and learning and how teaching and learning has improved. Within my first year of the role, teaching and learning grades improved by some 17 per cent and this is a time where we were going through quite a transition of Ofsted. We measured that through previous teaching and learning grades and the next teaching and learning grades and the jump from 3s to 2s and 2s to 1s. So we could see there was an improvement in teaching and learning grades through there.’ (S1: 7)

#### **4.3.8 Matching individual needs with the organisational needs and priorities of the college needs:**

Interview Question 14: How are your individual needs matched with the college needs?

It was considered important to match the CPD with the individual and the college needs. CPD was understood by CPD leaders to meet their own individual needs, while SMT members felt CPD met a variety of needs: personal needs, policy needs, industry needs and the college needs. There were sometimes tensions between these three types of need within the college as the resources available for CPD were These were the views of participants regarding the question of balance between personal and college needs. One SMT member stated:

‘Well, I think basically we do it through individual negotiation between the individual and line manager. Predominantly, though, it is expected that people will use the five personal days, professional development days, by negotiation, and the five college days we centrally plan, and when I say we centrally plan, either the staff development management group does it or we allocate time, we allocate some time for the central stuff and some time, academy time and then it’s the academy manager.’ (S5: 8)

CPD leaders had different views about matching individual needs with the college needs: the majority (n=8) stated that it was a matter of negotiation between the individuals and their line manager. A small number of CPD leaders (n=2) stated that the process was left to their judgment to decide.

#### **4.3.9 SMT members’ accounts of matching CPD leaders’ needs and college needs**

Interview Question 15: Do you think there is a conflict between CPD leadership needs and college needs?

All SMT members' (n=7) accounts said that there should be no conflict between CPD leadership needs and the college needs; there should be a balance between both.

'There should be a balance between individual needs and college needs; well, it has to go through a prioritisation process, so a review and prioritisation process. Some bits of it might be what the individual can just get on and deliver themselves. It might be a very personal thing. If it needs significant time or money for the individual, that's likely to go through a prioritisation process to fit with the college's overall needs, so, for example, they might want to spend a week on secondment somewhere, oh, that would need to go through an approval process, or they might want to go on a particular software course that's gonna cost £2000. Well that would go through an approval process, and one of the key bits of that would be whether it fits with the college's objectives or not'. (S6: 6)

It was clear from SMT members' responses that CPD should meet both the individual's and the college needs.

#### **4.4 Research Question 4: What are the challenges and barriers for individual CPD leaders in carrying out their individual roles?**

The responses to the above question gave rise to five encompassing themes, namely:

- Time
- Funding
- Attitude of staff
- Feedback

Interview Question 16: What are the main barriers you have encountered in undertaking your role as CPD leader?

#### **4.4.1 Time**

Time was a barrier for CPD leaders in terms of the actual time to do the job, also in terms of developing resources, due to heavy workload. Time allocated for CPD leaders to carry out their roles had been reduced by 50 per cent since September 2009. All CPD leaders (n= 10) acknowledged that time was the main barrier to carrying out their roles and this applied to their personal development. Typical responses from CPD leaders were as follows:

‘I think that’s what most CQLs have found recently, it is the time allowed to do the job, yeah, we were originally given 10 but then cut to five because of the budget constraints.’ (L3: 7)

‘I think like most things in life it’s time. It’s a time issue. It’s time to develop the resources, develop the CPD session, and it’s the delivery as well and time in the week to do that.’ (L4: 15)

‘The main barriers, I suppose, are a time factor, which is always our barrier to everything, isn’t it? Time. Time is not on our side. You can always do with more time for carrying out these job roles.’ (L5: 16)

All CPD leaders (n=10), highlighted time as one of the main barriers to CPD leaders carrying out their roles effectively.

## **SMT members' views on the challenges and barriers for CPD leaders in carrying out their role effectively**

Interview Question 17: What are the main barriers for CPD in carrying out their role effectively?

Most members of SMT (n=6) agreed with CPD leaders that time was the main factor which hindered CPD leaders in carrying out their roles. The following were some of the responses:

'It's the old age thing, of time, I suppose, and getting all staff together at a convenient time to do a good CPD session, you know, and as I said, you know if it's organised in the correct time and things like that . Yeah, just that I think, and having time to prepare adequately for the session.' (S1; 12)

'Quite often it's time as much as anything, isn't it? Because if you're asking those leaders to work with all those members of staff, they need the time to do it, and no amount of money is going to give them more time. So I think time is one of the greatest resources, other than their own development and ongoing CPD themselves.' (S7: 15)

Only one SMT member expressed a different view to that of the rest of the SMT members and he believed that CPD leaders had sufficient time to carry out their roles and stated:

'CPD leaders have not got such a big role there now because they have done the induction work. In fact we have virtually 100 per cent fully trained qualified staff in Engineering now so the role there is not quite as deep as it used to be.'

He added: 'The answer to your question is, three years ago I would have said there was not sufficient time for the CPD leaders to do their work, but I think now because staff turnover is less and that we are already moving towards outstanding, then the 10 hours they get per week in most weeks would be sufficient.' (S2: 12)

He then added that one of the barriers for CPD leaders was that they were excellent teachers and they were needed in the classroom to teach, and having the CPD role would take them away from their main teaching job. He stated:

'Well, the barrier is that CPD leaders are still teachers. They're still excellent teachers and we still need those in the classroom to teach, so from that point of view, it is that we cannot give them a full-time role on the CPD leader work. It needs to be a part-time role as part of their lecturing hours.' (S2: 13)

The majority of SMT members (n =6) were aware that time was the main barrier for the CPD in carrying out their roles effectively and this view was in agreement with that of the CPD leaders views.

#### **4.4.2 Funding**

Funding was identified as another major barrier in terms of the cost of some external events and the cost of cover. There were problems related to lack of funding and cuts. Financial constraints were identified by all CPD leaders (n=10) as one of the main barriers to carrying out their role. The following were some of the responses of CPD leaders:

'I just wish there was more funding for it. Just as simple as that. You know, I think if the government want, if the government wants those of us that work in the lifelong learning sector to develop as professional people, then they need to

recognise that it takes time and that it takes money and it's as simple as that.'

(L6: 14)

'Main criteria are funding. That is a tough question. They've actually cut back on the funding on the time for CQL leaders, which I think is probably a crucial area to keep it up and running.' (L1: 8)

'Obviously money, funding is a restriction to allowing people to go off to travel to external sessions or attend courses that might cost money and some of them can be extremely expensive, so there is an issue of money within the college, which I think everybody is aware of.' (L9: 13)

'Unfortunately the one I went to on Wednesday was the last one. They won't exist anymore because the funding has been cut by government, so that's one area.' (L4: 10)

The majority of SMT members (n=6) agreed with CPD leaders that there was a lack of funding. The following were some of the responses:

'I think the barrier, the key barrier is going to be funding. To allow people to develop their skills in terms of CQLs, it's got to be slightly the two-way process, in that there is the business of the college to deliver, and by freeing people up time to develop the necessary skills, there's going to be a cost involved with that, and if we're paying for one thing, you can't pay for something else.'

(S3:14)

'You know CPD leaders, they're worth their weight in gold because of the good work they do, but it is costly to the academy to allow that work to be carried out

because it's not bringing in any money. It's actually costing us to do it, but the benefits of it are, of course, we're moving to outstanding, but there is not enough funds to keep spending on high quality training.' (S2: 12)

All CPD leaders (n=10), and the majority of SMT members (n=6) agreed that lack of funding was another barrier for the CPD leaders in carrying out their roles effectively, as there was a limited budget available for CPD leaders' development.

Interview Question 18: What are the main criteria used to allocate funding and support for your development?

None of the CPD leaders had any knowledge of the funding which was available for their own development or that of others. The following were some of their responses:

'It is very limited. Personally I don't know, no one told me. As I have said, in the academy where I am , the CPD budget is very, very small.' (L10:9)

'I don't know. No, I don't there is any figure as far as I'm aware. We can spend as little as we like.' (L2:9)

### **SMT members' question**

Interview Question 18: What are the main criteria used to allocate funding and support for CPD leadership development?

The following were some of the responses:

'I don't think it is worked out per person. I think it's just an allocated amount of money which people or line managers have then got to bid against. It would be unrealistic for a college our size to allow everyone a set amount of training based on a budget, I don't think this would be sustainable.' (S3:13)



'I dare say there is through the staff development budget, through the staff development budget, yeah, yeah. So, yeah, it is not infinite but there is a staff development budget that I tap into.' (S1: 7)

'The CPD leaders, there is mostly a CPD leader in every academy and it's up to the academy to finance that out of their own budgets.' (S2: 11)

It was clear that SMT members were familiar with the funding system for the CPD but there was no defined budget for individual CPD leadership development.

#### **4.4.3 Attitude towards training**

Interview Question 19: What do you think is the staff attitude toward their own training and development?

The majority of CPD leaders (n=7) identified the fact that young teaching staff embraced the development and had a positive attitude, in contrast to older members of staff who had a negative attitude towards the development sessions. The following were some of CPD leaders' responses:

'Some members of staff welcomed CPD as an important form of support for professional development, while others had no interest in CPD. Colleagues who expressed no interest in CPD tended to be members of staff who were close to retirement and reluctant to take on more work. (L9: 7)

'Some aren't very keen. There are some which are very keen on their sort of like teaching and learning side and they will actually go out of their way to develop their own needs, above and beyond what is offered to them, but then

there's one or two others who probably think, such as, well, I've been doing this 20 odd years, why do I need to change?' (L1: 3)

'In my short experience in the role, I have found the younger members of staff, the newer members of staff, take to it much more easily. They are willing to take on any changes, so sessions with them are a lot easier. The members of staff who have been here for several years, quite a number of years, tend less to want to be involved in these new strategies, new changes, new development.'

(L4:6)

'Some staff welcomed CPD. In fact some staff try to do more CPD than they really need to do because they are interested in developing their careers further; there are other staff who reluctantly will do CPD. I suspect the older you get, the less that you want to do.'

(L5: 2)

The negative attitude was toward development sessions regardless of their age. One CPD leader stated:

'I suppose the other main barrier is that some staff down in the Arts area, particularly initially, are very anti-IT. They're almost sort of techno-phobic, don't like IT, so I guess it's the perception of what I'm asking them to do, and they don't like using computers for things. But on the flipside of that, once you've shown them and they've tried and they see the benefits, then that sort of turns that barrier around. I don't know if I'm jumping ahead but ... I would say, you know, probably time as a barrier and attitude, you know, sort of, prejudices I guess, of staff but ... yeah, I guess that's the main one.'

(L6: 16)

The majority of SMT members (n= 5) perceived the young members of teaching staff to be more enthusiastic, with a positive attitude toward CPD sessions in contrast to older teachers who were close to retirement. The following were some of the responses:

‘There is a diverse range of people who work here and I suspect we have a work force which is from the ages of around early 20s up to the ages 60, 65 and therefore their personal need will have a great influence on that. I suspect the older you get, the less that you tend to want to do. The younger you are, the more skills you need to build up, and that will have an impact. Generally speaking, we would find the younger staff are more enthusiastic about learning new skills because they have got all career ahead of them.’ (S2: 3)

‘I think, generally speaking, I don’t think that would be 100 per cent the reason, no, but I think in general we would find that the younger staff are more enthusiastic about learning new skills because they’ve got a whole career ahead of them, whereas the older members of staff, they do tend to be plodders and less willing to take change on. I think the younger that people are, the more they like to do change, the more they’ve got used to change, but the older ones don’t like change quite as much and therefore they want to plod on and don’t want to develop.’ (S6: 3)

‘I think there is a culture issue here. I think perhaps where we’ve got long-term staff in the college, and no disrespect to them – but we have some members

who want to remain in the old culture, and they don't want to change and they have stayed behind and resist any change.' (S3: 5)

#### **4.4.4 Feedback**

##### **CPD leaders' responses to the feedback on development sessions**

Interview Question 20: How do you receive feedback on development sessions?

All participants (n =10) agreed there was a lack of feedback about their CPD development sessions, and also about the sessions they had delivered for others. CPD leaders and teaching staff completed and submitted the feedback forms after each session to HR. The following were some of their responses:

'As a presenter, I haven't had any feedback at all. As somebody who delivered it, I've had no feedback to say whether it was successful or not. No. Only from the members of staff if we bump into them in the corridor. Occasionally I've had somebody email and say, "Thanks, we really enjoyed that."' (L10:9)

'I've never ... no. I've never had any personal feedback. If I'm running a session for HR, then I will collect up all of the feedback evaluations and I will personally read them and evaluate them for myself before I give them to HR because I want to know what the participants think of the session I've just run. But they've never fed back to me personally.' (L6: 8)

All CPD leaders (n=10) were unhappy about HR failing to provide them with feedback on CPD sessions which were provided by them or the sessions they had attended.

##### **SMT members' responses to the feedback on development sessions**

Interview Question 20: Describe the feedback process on development sessions?

The majority of SMT members (n= 5) believed that there was a system in place for providing staff feedback on CPD sessions. They stated that the evaluation forms were sent with feedback by HR to the participants. The following were some of the SMT members' responses:

'You have to put that in your evaluation, don't you? The evaluation forms go to HR and they feed back to xxxx who is the Vice-Principal for Quality. She gives feedback directly to the people who have run the sessions about how it's been received and she gives the feedback to SMT as well.' (S7: 6)

'The sessions are evaluated by staff. It goes to HR and feedback will be sent to the provider or providers and participants.' (S5: 7)

Some members of SMT (n=2) agreed with the views expressed by CPD leaders, that HR did not provide any feedback about development sessions.

'Unfortunately, as a matter of course, we the people that deliver that CPD don't tend to get any feedback from that evaluation process. In fact I don't think I ever had, from the HR department, I don't think they've ever kind of said, you know, "*That event that you ran three months ago or whatever, here's what people thought about it,*" and obviously positive and negative comments are really useful, the positive ones so that you know what you're doing right and the negative ones so you can improve for next time. So it's a shame that we don't get that feedback.' (S3: 5)

'There are always feedback forms that go to HR. I must admit to having delivered a number of CPD sessions and training sessions. I've yet to have any feedback from any of the forms that have been filled in.' (S1: 4)

There was a clear contradiction between the accounts of CPD leaders and the claims of members of SMT. All CPD leaders reported that they had never received feedback, in contrast to the majority of SMT members (n=5), who believed that there was a system for feedback whereby HR sent feedback to the people directly involved in CPD sessions. Only three SMT members agreed with the views expressed by CPD leaders in relation to the issue of feedback.

#### **4.5 Summary of the findings:**

- The majority of CPD Leaders viewed CPD in terms of updating subject knowledge, and the necessity to meet individual needs. In contrast SMT members tended to express a broader understanding of CPD that went beyond a focus on updating staff skills and knowledge to one which was geared towards the broader needs of the individual, college, local industry and the requirements of the Institute for Learning (IfL).
- There was a clear indication from the data that all SMT members were fully aware of CPD policy and its organisation, while, by contrast, none of the CPD leaders was aware of the college's CPD policy. This pattern in the data was not surprising in view of the apparent exclusion of CPD leaders from the strategic college CPD policy decision-making.
- Different titles were used to describe the positions and roles held by participants, such as course tutor, Information Learning Communication and Technology (ILCT) Champion, Assessor /Trainer, Curriculum Quality Leaders

(CQL), Tutorial Manager, and assessor. Each of these key participants saw their main role as being connected with CPD leadership and their main responsibility was to support and help their colleagues, regardless of their roles and their job titles.

- It was clear from informants' accounts that the majority of CPD leaders were senior staff and had been teaching in the college for more than 10 years. They were all experienced teachers. However, there appeared to be no other criteria beyond teaching experience for their selection as CPD leaders. The leadership aspect of the role appeared to have been ignored. There was no indication that opportunities existed for CPD leaders to access leadership and management courses. Instead seniority, length of service and previous performance in graded observation seemed to have been the key consideration behind their appointment to positions of responsibility for CPD leadership at the college.
- The CPD leader's role was actively to support staff in undertaking appropriate continuous professional development and to ensure that their continuous professional development was in line with their best interests and would enable them to effectively fulfil their role in the college.
- CPD leaders found hands-on workshops; practical work, industry visits and delivery of the CPD by professionals with clear objectives were the most useful in helping them to carry out their roles effectively.
- In-house training programmes were the main modes of CPD leaders' development, because of their cost effectiveness. There was also training

which was provided by colleagues cascading knowledge gained at external training events.

- There was a system to identify the needs of CPD leaders, by means of three different types of observation: peer observation; developmental observation; and graded observation, also a yearly appraisal by the academy manager.
- The overall perception of CPD leaders was negative when they were asked to reflect on the staff views about CPD in the college, in contrast to the majority of SMT members, who considered that staff views about CPD in the college were positive, as they believed that staff were very committed and they needed to develop to progress in their career.
- SMT members played a vital role for CPD leadership development as they were responsible for organising the internal and the external training sessions, and for monitoring them. They were also responsible for the finance of these sessions.
- Characteristics of CPD leaders were good communication skills and subject knowledge, together with many years of teaching experience.
- Time and funding were commonly cited as the main barriers, also the attitude of some of the teaching staff, and HR's failure to provide any feedback for CPD leaders about CPD sessions that they had attended or they had facilitated for others.



## **CHAPTER 5**

### **Discussion of the findings**

‘Leaders are made, not born, and how they develop is critical for organisational change’ (Rook & Torbert, 2005)

#### **5.0 Introduction**

This chapter provides an analysis and discussion of the findings identified in the preceding chapter in relation to the research questions of this study. Each research question is addressed in turn with attention paid to the substantive, theoretical and methodological issues identified in the literature review and methodology chapters. In doing so, I hope to provide evidence of the new knowledge gained through addressing the research questions and to outline how this research can contribute to the effective development of CPD leadership in the FE sector.

#### **5.1 Summary of the key findings**

This section summarises the key findings from the study in relation to each of four research questions in turn.

##### **5.1.1 Research Question One:** What are the CPD leaders’ perceptions and interpretations of the term CPD?

The first question was formulated to develop an understanding of CPD practice in the college undertaken by CPD leaders. Four themes were identified:

- Perception and interpretation of the term CPD;
- Awareness and understanding of the college CPD policy;
- Features of effective CPD sessions;

- Participants' perceptions of staff views on CPD.

A key feature of the findings was the commonality of views expressed by CPD leaders and SMT members in relation to the definition of the term CPD. The majority of participants from both groups agreed that the focus of CPD was directed toward updating knowledge and skills and tailored to individual teaching needs. The majority of SMT members' (n = 6) accounts appeared to express a broader understanding of the term CPD, seeing it in terms not only of updating knowledge and skills, but also of meeting the needs of individuals, the college, and industry and the requirements of the IfL.

Half of the CPD leaders (n = 5) perceived that teaching staff had negative views about CPD as it was not related to their subject area. In contrast the majority of SMT members (n = 4) believed that teaching staff were positive about CPD sessions.

Strikingly, the findings revealed that none of the CPD leaders was aware of the college policy or the organisational dimension of CPD. This was reflected in their individualistic perception of CPD, which focused on their individual needs rather than the college's needs and priorities or industrial and IfL needs. In contrast, all SMT members were aware of college policy and the strategic importance of CPD and CPD leadership development. The research found that CPD leaders were critical of the organisation of CPD in the college as it tended neither to be strategic nor to address any explicit college priorities. This lack of strategic thrust in college CPD policy was also reflected in the accounts of some SMT members. Different members of the SMT referred to, and focused attention on, different policy examples in relation to CPD in their accounts. This suggested an absence of a shared sense of direction

and coherence in the college CPD policy and among its CPD leaders and SMT members.

The majority of CPD leaders (n = 9) viewed effective CPD in terms of its relevance to the individual subject area, which would help them to develop their teaching and learning skills. This was reflected in the classroom. In contrast, the majority of SMT members (n = 6) viewed CPD as effective in wider terms, in relation to its relevance and also its ability to meet several needs: the needs of the individual, college needs, industry needs and the government's needs.

#### **5.1.2 Research Question Two:** What are the individual roles and responsibilities of CPD leaders?

- The second question was formulated to reveal the individual roles and responsibilities of CPD leaders. Five key themes were identified relating to CPD leaders' roles and responsibilities: the proliferation of titles related to CPD leadership, the length of teaching experience, CPD leaders' role, selection process of CPD leaders, and the qualities and characteristics of CPD leaders. As a further point, it was also designed to show the awareness of CPD leaders regarding the availability of funding for their own individual development or for that of others.

The college had adopted different titles for the staff who were responsible for the delivery of different facets of CPD, for example: CPD leaders, Champions, ILCT Champions, tutors, Information Learning Communication and Technology (ILCT),

Assessors, Assessor/Trainers, Curriculum Quality Leaders (CQL), and Tutorial Managers; however, the most commonly used title was Curriculum Quality Leaders (CQL). The college had a list of named CPD leaders who had full responsibility in relation to providing CPD sessions. This suggested that the college had identified a need for more than one person to assume CPD responsibilities for the staff. The proliferation of titles might also have reflected a lack of coherence across different aspects of the CPD programme and contributed to the picture of an organisation that was struggling to see the importance of establishing coherence between individual learning, the career needs and aspiration of teachers, and the organisational and policy priorities of the college.

It was clear from the study that the majority of CPD leaders ( $n = 6$ ) were senior staff and experienced teachers and had been teaching in the college more than 10 years.

The research found that the main responsibility of the CPD leaders was to develop, support and facilitate professional development opportunities for teaching staff. A key structural responsibility of CPD leaders was also to ensure that all full-time teaching staff met the minimum requirement of CPD hours in order to meet the Institute for Learning's (IfL) requirement, namely, 30 hours per year.

CPD leaders claimed that their responsibilities were to support teaching staff to achieve the minimum requirement of 30 hours of CPD; this had been achieved by managing a CPD strategy that ensured all staff in the college had access to CPD, and also providing training to meet teachers' needs. There was little emphasis on the

strategic dimensions of the role, such as optimising the coherence between CPD policy, college and industrial priorities, on the one hand, and teachers' individual professional development needs, on the other hand. The CPD leadership aspect of the role appeared to have been ignored. There was no indication that opportunities existed for CPD leaders to access leadership and management courses, participation in which might have provided an alternative to seniority and length of service as criteria for selection for the CPD role.

There appeared to be prevailing views on the part of the CPD leadership and SMT members that good CPD leaders could be recruited without any problems from those who had been identified as good classroom teachers. This was considered to be an important skill by SMT members, but there appeared to be no framework at the level of senior leadership for articulating and acting on the basis of a set of distinctive qualities for CPD leaders that, although building on, extended beyond, classroom expertise.

The selection process of CPD leaders was through annual appraisal and a graded observation in which they were expected to score highly, thereby reflecting outstanding standards of teaching expertise. Responsibility for CPD was given to senior members of staff with many years of teaching experience and with an outstanding grade in teaching. There were no other criteria beyond teaching experience and high-graded observation in the process of selecting for the role of CPD leadership.

The study findings indicated that different CPD leaders had different characteristics, and the main characteristics for CPD leadership were the following: subject knowledge with good communications skills; being well organised; being quick thinking; and remaining positive about their individual work.

None of CPD leaders was aware of the funding which was available or allocated for their individual training and development, or which was available to train others.

**5.1.3 Research Question Three:** How are CPD leaders supported in their professional development to carry out their roles effectively?  
Why do CPD leaders find some types of support are more effective than others?

The third question was formulated to identify how CPD leaders were supported in their professional development in order to carry out their role effectively, also why some CPD leaders found some types of support more effective than others. Five key themes were identified in relation to CPD leadership support: the identification of CPD leadership needs; the provision of training programmes; the provision of support resources for CPD leadership development; the identification of providers of CPD leadership development.

There was a system in the college to identify CPD leaders' needs through existing mechanisms, such as peer observation, developmental observation, graded observation and yearly appraisal. It was conceded to be an effective system by CPD leaders and also by SMT members.

It was noted that all CPD leaders participated in development activities through in-house training. This type of development was perceived by SMT members as cost-effective, and seen as an approach that made use of the expertise within the college. As a result, only a few activities were provided by external sources.

The characteristics of effective CPD leadership development sessions were perceived as: relevance to the individual subject areas; being up-to-date with technology; meeting individual needs; being practical; involving participants in activities; delivery of the session by professionals in an interesting way.

**5.1.4 Research Question Four:** What are the challenges and barriers which individual CPD leaders face in carrying out their roles?

The fourth question was formulated to identify the challenges and barriers CPD leaders faced when they carried out their roles. Five key themes were identified related to the challenges and barriers: shortage of time; shortage of funding; staff attitude towards development sessions; the lack of feedback about CPD leadership development; the lack of feedback about sessions which CPD leaders had provided for others.

Time was considered to be one of the major barriers for CPD leadership in terms of the lack of time to carry out their individual roles effectively and to develop resources for other teaching staff due the heavy teaching load.

Participants identified funding as another major barrier in terms of the cost of some of the external events. Funding was provided for a few individuals; it was also

needed for the cost of cover for colleagues attending CPD sessions, regardless of whether these sessions were provided in-house or externally.

## **5.2 Findings and salient strands from the reviewed literature**

**Research question one:** What are the CPD leaders' perceptions and interpretations of the term CPD?

Many authors have attempted to provide a definition of CPD, but the definitions vary from one author to another. Madden and Mitchell define CPD as follows:

'Continuing Professional Development is the maintenance and enhancement of the knowledge, expertise and competence of professionals through their careers according to a plan formulated with regard to the need of the professional, the employer, the profession and society ' (1993:31) .

This definition is in agreement with SMT members' views and with the college CPD policy document (2011), in which CPD is defined in terms of enhancing knowledge and expertise, and meeting the needs of the individual, the college and industry, and the IfL requirements.

Day defines CPD as the follows:

'Professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual and the group, and which contribute through these to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purposes of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking,



planning and practice with children, young people and colleagues through each phase of their teaching lives' (1999: 4).

Day's definition is holistic in its scope and seeks to underline the complex range of dimensions involved in CPD. In this study CPD leadership views were in agreement with Day's definition in terms of how CPD benefits individuals. The majority of CPD leaders viewed effective CPD in terms of its relevance to the individual subject area. This helped them to develop their individual teaching and learning skills, which was reflected in the classroom.

Bolam highlights the practical dimension of CPD. He states: 'CPD embraces education, training and job-embedded support activities' (2000: 267).

The analysis of CPD leadership interviews revealed that the practical dimension was very useful, and that hands-on sessions were more useful than other sessions. This is with agreement with Bolam's (2000) views.

Guest (2004) indicates that CPD is not just a matter of attending sessions. He highlights different CPD activities, stating: 'It is easy to assume that CPD is just a matter of attending training courses off the job. This is certainly one aspect, but there are many more: CPD activities can include on-the-job training, open learning, short courses, conferences, seminars, workshops, self-study, preparing and making presentations, and being a coach or mentor' (Guest, 2004: 22).

Many of these activities were listed in the college policy CPD document (2011): the majority of activities were in-house and only a few external activities took place. The

majority of CPD leaders reported that in-house training was the only training available for them due to the high cost of other activities. Only a few CPD leaders participated in external sessions.

The college's definition of the term CPD was similar to the one which adopted by Wilson and Goodwin, who state:

'CPD is any process or activity that provides added value to the capability of the professional through the increase in knowledge, skills and personal qualities necessary for appropriate professional practice' ( 2001:6)

The college defined the term CPD broadly in the college policy document (2011- to date), since it considered that any activities teachers undertook in order to further their professional competence as part of a planned development programme could be counted towards their CPD.

Therefore adoption of this definition allowed staff the flexibility to achieve the required 30 hours of CPD without attending all the required hours in the form of face-to-face learning. In this study, virtually any activity relevant to practice was considered by the college policy document (2011) to constitute appropriate CPD activity.

The Institute for Learning (IfL) states: 'Continuing professional development means maintaining, improving and broadening relevant knowledge and skills in your subject specialism and your teaching and training, so that it has a positive impact on practice and the learner experience... It is the critical reflection on learning experiences and

activities that improve practice and demonstrate continuing development as a teacher or trainer.’ (2009:7).

The IfL definition of CPD reflects the demands of teaching in the FE sector, and emphasises professional learning. There was a broad official college conceptualisation of CPD, but CPD leaders tended to express much narrower views focused on updating knowledge, while SMT members had a broader understanding of the term in line with the official college definition: they saw it in terms of updating knowledge and skills, as well as meeting personal needs, college needs, industrial needs and IfL requirements.

There were sometimes tensions between these three needs within the college as the resources and funds available for CPD tended to be limited and there was also the deeper issue of reconciling conflicting individual and organisational priorities.

There was a college policy on CPD that defined the aims of CPD development and described how this was implemented; it was notable from the interviews that SMT members believed that the college policy on CPD was effective and met the needs of all staff. By contrast it was also noted that CPD leaders were not fully aware of the college policy on CPD or of the support which was available for their development.

Half of CPD leaders perceived that teaching staff had negative views about CPD as it was not related to their subject area, and it was repetitive, and was poorly delivered.

**Research question two:** What are the individual roles and responsibilities of CPD leaders?

Identifying the barriers and challenges facing CPD leadership in the college was fundamental to developing future policy. The outcome of this research was the key importance of developing and supporting CPD leadership in the college locally and that it might also be relevant to supporting others nationally.

The college adopted different titles for the staff who were responsible for the delivery of CPD. These were some of the titles which were used: CPD leaders, ILCT Champions, Assessors, Assessor/Trainers, and Tutorial Managers, but the most commonly used title was Curriculum Quality Leaders (CQL).

The college had a list of named CPD leaders who had full responsibility in relation to providing CPD sessions. This also seemed to reflect a view of CPD as embedded in, and dispersed across, multiple aspects of college life, which suggested that the college had identified a need for more than one person to assume responsibility for provision of CPD for the staff.

The selection process for CPD leadership was through annual appraisal and a graded observation in which candidates were expected to score highly, thereby reflecting an evaluation of outstanding teaching.

The annual appraisal and graded observation process was utilised for the purpose of planning for the future and agreeing what type of continuous professional development would be undertaken in the coming year. CPD leaders' needs were identified so they would have the time and resources in order to make good use of their professional learning opportunities

Findings indicated that the role of CPD leaders in the college was a complex one that did not lend itself to a prescribed or standardised approach based on the individual's job description. A similar conclusion was reached by the DfES in their published document 'Leading and Coordinating CPD in Secondary Schools' (DfES 0682-2004), which asserts that 'no single leader of CPD can meet the many different CPD needs of all the staff in a school'.

The college in the research defined the role of the (CPD) leader as 'the key link between people and teams both within and outside the college, and when an individual leads or co-ordinates continuing professional development, he/she plays a critical role in helping all staff contribute to the achievement of college priorities, and also in supporting improvement in both the quality of teaching and students' outcomes' (College CPD document HR, 2012:7).

Hargreaves uses the concept of role in a broad way to refer to the 'behavioural expectations associated with a position' (1972:71).

Berger and Luckman (1966) define a role as 'a pattern according to which the individual is to act in a particular situation' (1966:112). Playing the role not only encompasses what is done, but also the attitudes and emotions that underpin those actions.

The role should shape both the individuals and their actions. Handy and Aitken argue that every organisation 'has its set of roles, some with formal titles of jobs or responsibilities and others more informal' (1990:57).

Roles help individuals to know their duties and give them a sense of purpose in their work. The research found that CPD leaders were dispersed throughout the college, with a variety of different CPD leadership titles, and that the majority of them had worked for the college for at least ten years. Due to the complex structure of the college, a range of people, such as CQL, champions and teachers' trainers were involved in supporting staff in their development.

The role of CPD leaders was emphasised by SMT members as being instrumental in facilitating the training of staff. CPD leaders claimed that their responsibilities were to help teaching staff to achieve the minimum requirement of 30 hours of CPD, also to manage a CPD strategy that ensured all staff in the college had access to CPD, and to ensure that training provision met teachers' needs.

The main characteristics of a good CPD leader according to the college Senior Management Team comprised the possession of good communication skills, and good subject knowledge together with many years of teaching experience, and also the ability to help teaching staff to achieve their CPD requirements, Foster states:

'Leadership is conditional on language. Where successful leaders are good at communicating and have the aptitude and skills they need to interact well with others; they know how to communicate' (1985: 18).

**Research questions three:** How are CPD leaders supported in their professional development to carry out their roles effectively? Why do CPD leaders find some types of support are more effective than others?

There is very little research about leadership in the FE sector compared to that concerned with leadership in schools. A recent Learning and Skills Developing Agency (LSDA) report states that, 'there is little in the way of published research or evaluated practice to support effective leadership development in further education. Our understanding of what works in educational leadership is drawn largely from research in the schools sector.

Sawbridge, (2000) states, 'we need to conduct a research programme that focuses equally on the characteristics and nature of leadership, and on the processes of leadership in colleges' (Sawbridge, 2000: 12). In the current context of education reform in further education (FE) leaders must therefore be developed to face a challenging, demanding and constantly changing environment.

The majority of SMT members were aware of college policy for identifying individual CPD leaders' needs which was linked to yearly appraisal and to different types of observations by colleagues, line managers and SMT members. The individual needs of CPD leaders were identified through existing mechanisms, such as monitoring and feedback, self-evaluation, formal discussions with individuals, graded observations and yearly appraisals. This was an indication that the college had a well-developed system in place for identifying individual needs.

The college had implemented a leadership development strategy to nurture leaders at all levels of the college in order to prepare them for the challenges of succession

planning, and possible leadership responsibilities in the future. This included promoting a career progression path for all staff (Rhodes & Brundrett, 2006). In their book 'Grow your own Leaders' Byham, Smith and Paese (2002) argue the case for effective succession management systems that focus on both talent development and talent retention. They introduce the idea of 'acceleration pools' where high potential individuals are given responsibility for their own development, whilst being supported by the organisation and senior managers.

The issue of leadership development is highly contentious, the question being whether or not you can develop leaders. What is apparent is that individuals can be supported to develop their leadership skills. There are several models of leadership development such as (Rogers, 1983; Showers et al., 1987; Bennet et al., 1994; Boud, 1999; Kanefsky, 2001; Cox and Smith, 2004).

Day argues that there is a need to clarify the difference between managers and leaders for the purposes of leadership development. He argues:

'Leadership development is defined as expanding the collective capacity of the organizational members to engage effectively in leadership roles and processes. Leadership roles refer to those that come with and without formal authority, whereas management development focuses on performance in formal managerial roles. Leadership processes are those that generally enable groups of people to work together in meaningful ways' (2001:112).

Based on research and review of leadership programme models (Conger, 1996; Nevins and Stamp, Wisniewski, 1999) it was determined that leadership



programmes should integrate the following components: knowledge about the structure and culture of the organisation; a study of different theories of leadership; the opportunity for participation to develop and demonstrate key leadership competences; the development of a personal philosophy of leadership which requires individuals to reflect on their core values, assumptions and beliefs regarding leadership; and a variety of active learning experiences including, small group discussion and role playing. It was clear from the research that there was the need to link CPD to whole college faculties, and to individual CPD leaders and teachers as well as CPD leaders needs training for CPD leaders' role, where they require targeted training for the role, many CPD leaders felt unprepared for the role, both in terms of knowledge of what is available for them and for staff from training opportunity to be able to match staff with appropriate session.

It is important to define the role of CPD leaders to enable them to support teachers in their development, and also to support effective and consistent college practices. CPD leaders were often unaware of the level of funding which was available for training. There was also a lack of feedback and CPD evaluation. This was a missed opportunity for CPD leaders to receive feedback on their CPD sessions thereby enabling them to reflect on their own practices.

CEL (2005) has attempted to map elements of best practice in curriculum leadership and has included a set of ten core areas of work. Leader's (2004) attempt to define the strategic role of middle managers in further education underlines the significance of the role not just as providing the interface between senior managers and teachers, but also as potentially instrumental in determining the strategy itself.

The following are determined according to the middle manager's effectiveness as a leader: the CPD leaders' role; the main providers of CPD; the methods of selecting CPD leaders. The meaning of effectiveness is to be left open because it is complex and incompatible with measurement. Its complexity arises from the need to improve learning for both students and CPD leaders to develop personally, which involves the improvement of professional practices at both the personal and knowledge level.

Day (2001) has divided leadership development into two broad categories, those of human capital and social capital development. He shows how these are underpinned by different assumptions about leadership, while Rogers et al. (2003) use a quadrant model to show different approaches to leadership development. They argue that this leads to different approaches to evaluation.

When the focus in leadership development is prescriptive, then evaluation must clearly specify goals, performance standards, competencies etc. When the focus is on emergent properties, then evaluation will need to take a more qualitative and more formative approach, as the outcomes cannot be pre-specified.

Eraut, (1994) suggests that professional development requires a suitable combination of learning environment, appropriate time and space, together with both the availability of learning resources and of people to provide support, and the capacity of the professional to learn and to make the most of available development opportunities.

Similarly, Johnson (1998) identifies four ways of thinking about professional development: a) it should be evidenced at all stages; b) it should be related to the institutional context, and supported by institutional structures and rewards; c) it should be self-directed and related to the needs of the individual; d) opportunities for collaboration should be built in. This study identified four challenges summarised in section 5.4 which were found to be relevant to all those involved in CPD leadership development in the FE sector. In-house training programmes were the main modes for CPD leaders' development because of their cost- effectiveness.

Training was provided through colleagues' cascaded knowledge gained at external training events. CPD leaders were supported by in-house training, due both to its cost-effectiveness and because it could more easily be tailored to the specific teaching and learning contexts of staff in the college compared to external CPD opportunities.

The majority of staff expressed a high level of dissatisfaction with CPD events since some of the CPD sessions did not meet their own needs or failed to live up to their expectations. Some professional training and support was criticised because the training was not of a high quality and was not relevant, for example, equality and diversity sessions.

SMT members felt that the most effective forms of training were those that explicitly responded to college and industry needs. CPD leaders felt that the most effective

forms of training were those that were relevant, helped to update their knowledge by building on existing knowledge and the expertise of colleagues, and involved collaborative processes among CPD leaders, such as group discussion. The majority of CPD leaders' preferred practical sessions which related to their teaching.

The issue of leadership development is highly contentious, the question being whether or not you can develop leaders. What is apparent is that individuals can be supported in developing their leadership skills. The college could benefit from models of leadership development which have been developed by the following researchers, Rogers (1983), Showers et al. (1987), Bannet et al. (1994), Boud (1999), Kanefsky (2001), and Cox and Smith (2004).

What was clear was that leaders in FE were experiencing rapid change: however, there was college support, which was available for leaders' development. There were seen to be many challenges ahead due the constant changes in the education system. 'Leadership development will underpin and form an important part of the organisation's strategic role in the sector.' (LSIS website, 2008)

**Research question four:** What are the challenges and barriers which individual CPD leaders face in carrying out their role?

Not surprisingly many participants reported that time was a major barrier both to undertaking CPD and to reflecting on the sessions, and also in terms of finding the time to prepare resources for others. CPD leaders revealed that they never had enough time either for their training or to train teaching staff due to their overloaded

teaching timetable. The findings were in agreement with Betts's (2005) findings. Betts has states:

‘...that barriers to participating in CPD included lack of time, resources, funding and support/guidance to provide time for the CPD leadership seen by colleagues as necessary, and a potential problem for some groups of part-time staff.’ (2005:3)

These reflect similar findings presented by Goodal et al., (2005) who reported that time and money were the main barriers for CPD identified by teachers in their research. Feist (2003) also identifies time as an important barrier for similar reasons. Cantor (1992) also identifies lack of time as important alongside scheduling problems and the wide range of responsibilities held by individuals.

Leaders are likely to need access to funding for new initiatives or staff development, as reported by Sark, (1998), Cutler (1998) and Carlson et al. (1999). Funding was identified as another major barrier in terms of the cost of some external events and that of teaching cover. The cost of cover was a problem related to lack of funding and to budget cuts. The Learning and Skills Council (LSC) managed FE in England from 2001 to 2010, when it had a budget of £13 billion, and it was organised on a regional basis throughout the 47 local councils in England. College funding included an element that was expected to be used for the training and development of staff. Any additional costs incurred in those colleges in which the range and scale of CPD activities would need to be extended were expected to be covered by this funding (DfES 2006).

This research suggested that CPD leaders acknowledged that clear differences existed between younger and older teachers in their attitude towards CPD, with older

teachers seeming to feel that CPD did not relate to their individual needs, while younger teachers believed that CPD provided an opportunity for their individual development which could lead to promotion.

There was a college feedback system according to SMT members, but it did not provide college CPD leaders with feedback about their development sessions or about the sessions they facilitated for other teaching staff. The forms for evaluation asked participants to summarise the activities undertaken as part of the professional development programme, for example, which courses had been attended. But this clearly gave no indication of the effectiveness of the activities undertaken, making this form of data collection inadequate as a means of examining the effectiveness of CPD sessions.

CPD leaders seemed to agree unanimously that one of the weaknesses of CPD leadership development was a lack of feedback about their own CPD development sessions and about the sessions they had delivered. Also CPD leaders acknowledged that they were not aware of the funding available for their own development or for the development of other staff. The findings revealed that, although there was a college feedback system according to SMT members, it did not provide college CPD leaders with feedback about their development sessions, or about their facilitated sessions of CPD.

A significant feature of the findings was that CPD leaders lacked sufficient time for their training due to their overloaded teaching timetable. Time was clearly a barrier in terms of the actual time needed to carry out their roles as CPD leaders and in terms

of developing resources for staff. Funding was also identified as another major barrier in terms of the cost of some external events and of teaching cover, the cost of which was a problem related to lack of funding and to budget cuts.

## CHAPTER 6

### Conclusions and recommendations

#### 6.0 Introduction

The overriding theme throughout this study was the development of CPD leadership in FE. This study explored CPD leadership's understanding of the term CPD, their individual roles, and training and development programmes and finally the challenges and barriers for CPD leaders in carrying out their individual roles.

I have provided a simple representation of the findings of this study in figure 6.1 which shows the forces which affected CPD leadership development.

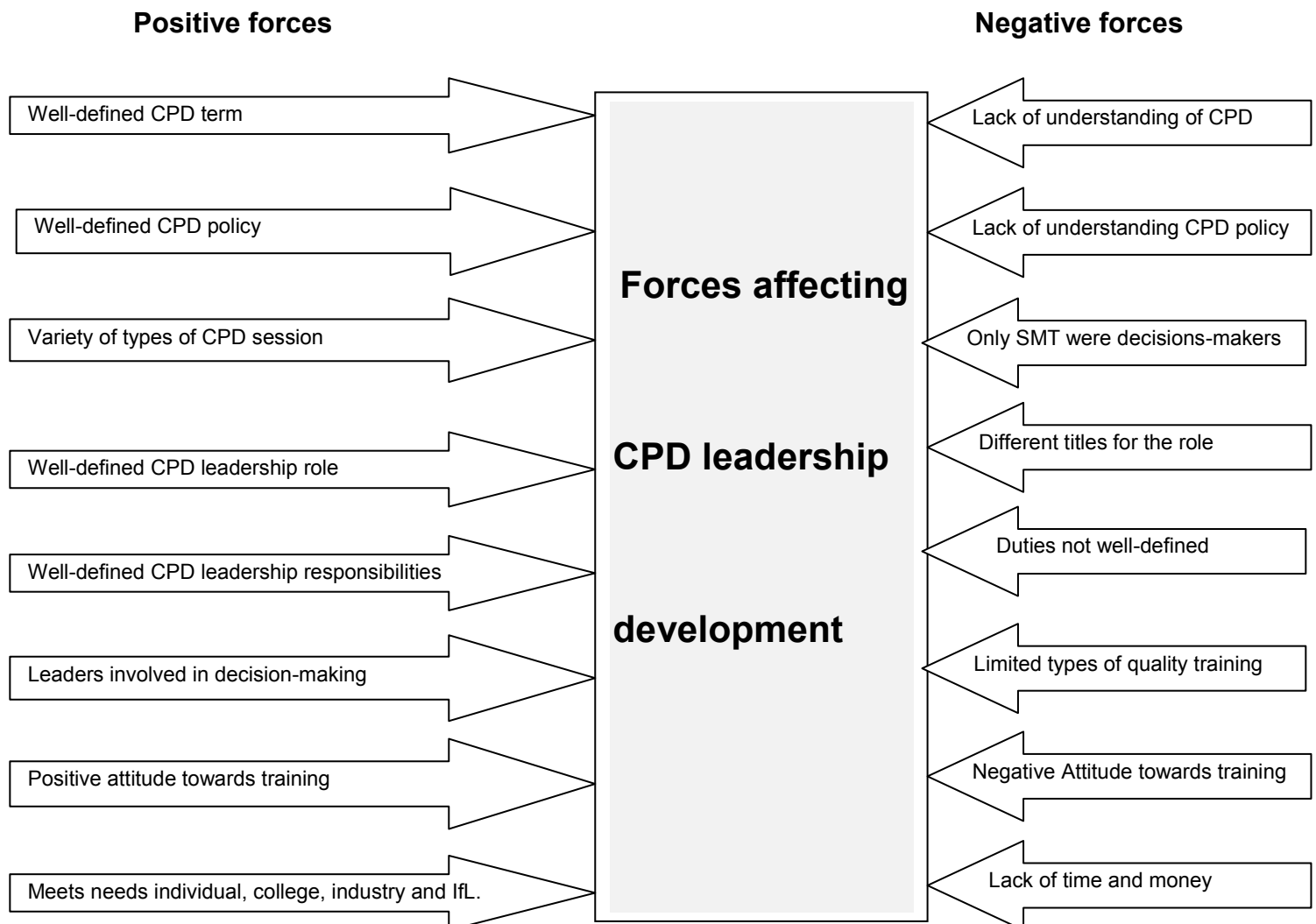


Fig (6.1) Forces affecting CPD leadership development



Whilst Figure 6.1 is a rather simplistic model, it is a useful starting point for this chapter in exemplifying the powerful correlation of the positive and negative forces which affected CPD leadership development in the college.

The data collected allowed me as a researcher to refine and evolve the force model for CPD leadership development, with analysis of the data being used to identify the factors impacting on CPD leadership development:

1) The role of CPD: it is important for the college to provide a clear definition of the CPD term, to enable clear understanding, how to do the CPD effectively, and its importance in the context of the individual, the college, and government policy. SMT members to provide information about the wide variety of learning available for CPD leaders and to provide the tools to support these activities, also to respond to the feedback to help individuals to make further improvement as required. A broader understanding of CPD, it should be beyond a focus on updating staff skills and knowledge to one which was geared towards the broader needs of the individual, college, local industry, and the IfL.

The college provided a list of 57 different CPD activities, the majority of CPD sessions were In-house training programmes due to the lack of time and money. Perception of CPD leaders about CPD was negative; as it was considered relevant to their work; also they were excluded from decision-making about the CPD session. SMT members need to respond to the feedback on CPD sessions to help CPD leaders and teaching staff to make further improvement.

2) The role of individual CPD leaders: introduction of the compulsory CPD involved change, and change was uncomfortable for some CPD leaders and teaching staff even though the change was planned. SMT members and CPD leaders should co-operate and work together to manage change successfully, and this could be achieved by communicating their ideas and involving CPD leaders in decision-making, and also to plan for relevant and effective learning sessions by having a clear objective and to communicate how learning related to the individuals, college and governments needs which benefits learners. CPD should offer a pragmatic learning style so that CPD leaders can try things out in a practical way, hands on. It is important to encourage CPD leaders to learn by reflection, such that after any learning event, it will be good to spend time thinking about what had worked well, what had worked less well, and what would be done differently next time. Learning by reflection will help individual CPD leaders to see further opportunities for professional development.

CPD leaders should take responsibility for their own professional development, support each other and work together to share their expertise in order to achieve the highest professional standard. They should reflect on their practices and seek to improve skills and deepen knowledge. They should identify training needs to improve working performance, and career progression.

3) The role of the organisation: the college needs to demonstrate its commitment to CPD leadership development by policy and practice. This commitment would involve:

developing a learning culture which would promote CPD opportunities for CPD leaders and for teaching staff; clearly defining the CPD leadership role and responsibilities, supporting the CPD leaders to use the full range of college and local expertise to improve practice; monitoring the success or failure of the training activities by evaluating the outcome and its impact on learners' achievement.

SMT members perceived CPD as a top-down process, which the benefits often being viewed in terms of SMT members' goals rather than individual needs. The college should tailor CPD to the needs of CPD leaders and to make it more about personal development of the individual in the organisation not just for the benefit of the organisation itself.

CPD development could be very costly to the organisation, if the college has to provide the venue and accommodation, organise food, and sometimes bring in outside trainers and speakers. In addition there are human resources where if CPD is done in college time resulting in the problem for finding teaching cover, also the money to pay for the cover. .

CPD leadership development will be more effective with the following positive forces: well defined CPD terms; well-defined CPD policy; well-defined CPD policy, well-defined CPD leadership role, well-defined CPD leadership responsibilities; CPD leaders involved in decision-making; variety of types of CPD sessions meets individual, college, industry and IfL needs; provide a culture for learning and positive attitude toward learning and training. CPD leaders. While the following negative forces will hinder the development of CPD leaders: lack of understanding the term

CPD; lack of understanding college CPD policy; exclusion of CPD leaders from the strategic college CPD policy decision-making; the use of different titles to describe the positions and roles held by CPD leaders; individual duties not to be well defined; limited types of quality training sessions; negative attitude towards training due to the quality of the training or not relevant to their work and finally lack of time and money for the development and training CPD leaders.

In this final chapter, I have considered the conclusions reached from the encompassing themes and identified ways in which the study supported and extended the current field of knowledge. I will also seek to make suggestions for future research. Additionally the limitations of the research and the possibilities for future research are considered, before ending with a concluding summary.

To recall, the research questions that have guided this study are:

1. What are the CPD leaders' perceptions and interpretations of the term CPD?
2. What are the individual roles and responsibilities of CPD leaders?
3. How are CPD leaders supported in their professional development?

Why do CPD leaders find some types of support are more effective than others?

4. What are the challenges and barriers which individual CPD leaders face in carrying out their individual roles?

## 6.1 Implications for leadership development in further education:

The issue of leadership development is highly contentious, the question being whether or not you can develop leaders. What is apparent is that individuals can be supported to develop their leadership skills. There are several models of leadership development as suggested by Rogers(1983), Showers et al.(1987), Bennet et al. (1994), Boud(1999), Kanefsky (2001); and Cox and Smith, (2004)

List of the main themes in the research questions:

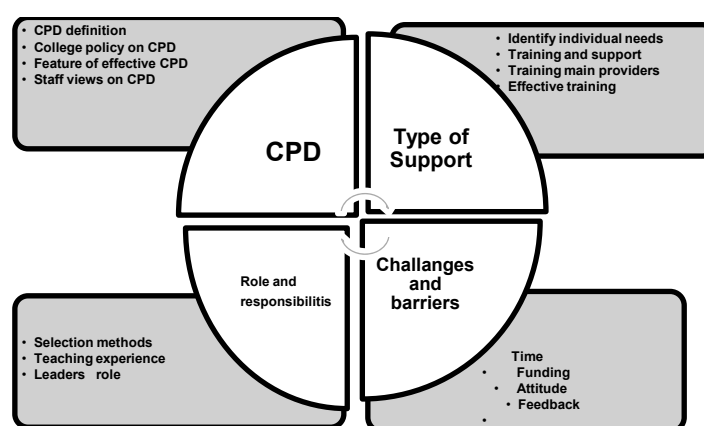


Fig (6.2) List of the main themes in the research questions

Leadership and its effectiveness make a difference in the FE sector in relation to the learning of both members of the SMT and others with responsibility, such as CPD leaders and teachers. What is important is the collective efficacy of the team and their ability to engage in learning related to both organisational requirements and individual needs. How teachers are treated is reflected in how the students perceive the teachers' work, which, in turn, is related to the outcomes of the college. This implication is consistent with the findings of Silins and Mulford (2002), who report that 'capacity for learning is most readily identified in an ongoing, optimistic, caring, nurturing professional development programme.'

The college defined the term CPD broadly, since it considered that any activity that CPD leaders attended in order to further their professional competence was counted towards their CPD. Therefore adoption of this definition allowed them the flexibility to achieve the required 30 hours of CPD without participating in face-to-face learning for the total number of required hours. This lack of strategic thrust in college CPD policy was also reflected in the accounts of CPD leaders and some SMT members. This suggested an absence of shared sense of direction and coherence in the college CPD policy.

It was noted from this study that opportunities for hands-on training was considered by CPD leaders to be an effective form of leadership development. This contradicts with the findings of Muijs et al. (2006), who argue from their research that no one particular method of leadership development is more effective than any other. Brown et.al. (2001) report that the content of CPD should be related to the needs of teachers and appropriate to the target groups. CPD leaders commented that they would prefer to participate in CPD if the content were relevant to their needs and classroom teaching.

The majority of CPD leaders expressed a high level of dissatisfaction with CPD events. They perceived that teaching staff were also dissatisfied, because some CPD sessions did not meet their needs or failed to live up to their expectations. In addition some professional training and support was criticised because the training was not of a high quality and was not relevant to their subject area, for example equality and diversity sessions.

The selection process of CPD leaders was through annual appraisal and a graded observation in which they were expected to score highly, thereby reflecting outstanding standards of teaching expertise. Responsibility for CPD was given to senior members of staff with many years of teaching experience and with an outstanding grade in teaching. There were no other criteria beyond teaching experience and highly graded observation for the selection process for the role of CPD leadership.

It was clear from the findings of this study that there was a college system for identification of CPD leadership needs. The college system was linked to appraisal and graded observation by line managers. All CPD leaders' needs should be identified through a flexible system allowing for needs to be identified and to be met as they arise.

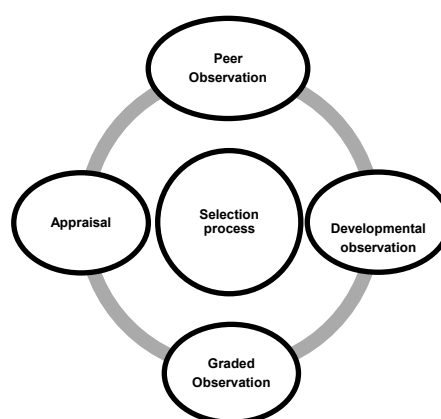


Fig 6.3 Selection process

The identification of the individual needs should be done more than once a year by a member of SMT rather than left to individuals to identify their own needs.

The majority of CPD leaders viewed effective CPD in terms of its relevance to the individual subject area. It should help them to develop their teaching and learning skills, and results would be reflected in the class room. In contrast the majority of SMT members viewed effective CPD more widely

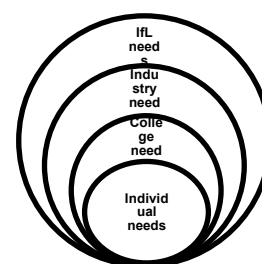


Fig 6.4 Effective CPD

in terms of subject knowledge, but also in relation to meeting several needs: the needs of the individual, the college and industry, as well as the IfL requirements. SMT members in agreement with Jones and Fear, (1994), claimed, 'CPD needs to

be linked to both individuals and organisational goals if both individual and organisational change are to be achieved and sustained' (1994:43)

It was very clear from the research that there was no evidence that the college management team had considered succession planning, which could contribute to the effectiveness of the approach to leadership development. The experience of teachers with many teaching years was one of the criteria for the CPD leadership selection, and as a result of this process most CPD leaders were approaching retirement. This would result in vacant CPD leadership positions. The SMT had been appointing the CPD leadership using their own individual judgment, and there was a lack of consideration of succession planning to training and develop the next generation of CPD leaders, this was in contradiction with the findings of Pernick who concluded that 'succession planning must be included as a key point for leadership development' (2001:26).

CPD leaders (n=5) expressed a high level of dissatisfaction with CPD events, since some CPD sessions did not meet their needs or failed to live up to their expectations. Some professional training and support was criticised, when the training was not of a high quality and was not relevant, for example equality and diversity sessions. They also criticised the repetitious nature of some training sessions. This showed poor quality of development. These sessions were considered as not relevant to their work, and teachers felt they had wasted their time by attending them. Such sessions made little impact on teachers' learning, which was in agreement with Day's statement that 'where staff development opportunities are poorly conceptualised, insensitive to the concerns of individual participants, and



make little effort to relate learning experiences to workplace conditions, they make little impact upon teachers' or pupils' learning' (1999: 27)

It is important for colleges to establish a productive culture and climate for effective leadership, and this particularly applies to supporting professional development; even the most efficient and well-organised professional development programme is likely to be ineffective if it has not been supported and provided with the necessary resources.

According to Drucker (1998), the full benefits of professional development become possible only when a collaborative culture exists which demonstrates explicit and clearly articulated organisational values; a holistic development focus; a development focus where the integration of theory and practice informs future action; and a focus on continuous improvement in both process and outcomes for both individuals and the organisation itself.

Drucker's emphasis on collaboration reflects Hoyle's (1974) articulation of the importance of developing extended professionalism in teaching over the more narrowly defined restricted professionalism based on individual endeavour and reflection in contexts of isolated practice.

Nias et al. (1989) have also found that a well-founded collaborative culture provides a strong and highly effective platform for promoting genuine debate and for dealing productively with change issues, even when disagreement exists over specific

development plans. It is clear that a delicate balance needs to be struck between individual and collective needs. This issue demands effective leadership.

As Hargreaves (1994) has argued, a vibrant teachers' culture should be able to avoid the professional limitations of teachers' individualism, while embracing the creative potential of teachers' individuality.

CPD leaders commented that they would prefer to participate in CPD if the content was relevant to their needs and classroom teaching. Most CPD models and practices emphasise formal CPD programmes and activities. Thomson et al. (2001) similarly identified a number of different activities, such as participation in external courses, use of consultants, mentoring, job rotation and in-house training. On-the-job training, coaching and use of external consultants in their study of leadership development in commercial organizations.

However, Knight (2002) argues that current learning theories pointing to the situated nature of learning suggest that this emphasis on formally delivered CPD may need to be adjusted to allow more scope for, and set more value on, informal on-the-job learning in real work contexts, the importance of which is not always recognised. These kinds of non-formal learning which emphasise the need to build on teachers' practical knowledge will require internally and externally applied forms of evaluation.

When staff development opportunities are poorly conceptualised, as was the case in this study, and insensitivity to the concerns of individual participants making little

effort to relate learning experiences to workplace conditions, they have little impact upon teachers or students (Day, 1999).

In this study approach to developing effective leadership not only suffered from a non-strategic approach, but also from a lack of succession planning. Often vacant positions were filled without a planned framework for teachers' preparation and training. Related to this, Rhodes (2006) argues that such lack of succession planning clearly militates against choice. This absence of succession planning also reflected the findings of Johnson's (2002) study, in which leaders similarly arrived at their current positions through routes other than a planned process of nurturing potential leadership talent.

CPD leaders revealed that they never had enough time for their own training or to train other teaching staff due to their overloaded teaching timetable, and funding was identified as a major barrier. These findings are in agreement with those of the Betts (2005), Goodal et al (2005), Feist (2003), and Cantor (1992) findings, all of whom report that lack of time and money are the main barriers to teachers participating in CPD.

## **6.2 Conclusions and recommendations**

The findings from this study form the basis upon which the following conclusions are drawn and recommendations made.

To improve CPD leadership development and training, the college may consider the following recommendations:

CPD leaders should be made aware of the college definition of the term CPD. The college should also have clear objectives for CPD leaders' development in line with the college goals and also the development needs in order to meet the IfL. It is important to involve CPD leaders in college policy-making as it would help them to be more effective in terms of their own individual development and that of others.

There is a need for recognition and support to take account of the complex nature of professional development which occurs in a variety of leadership development settings, involving many different types of learning and both formal and informal activities. The college should consider providing an environment of continuous learning and supportive processes to enable CPD leaders to develop effectively, and thus achieve their individual, college, industry and governmental goals. The majority of college CPD sessions consist of in-house training.

The college must encourage and approve other forms of external training programmes in order to provide a wide range of training activities to include

conferences, networks, newsletters, websites, online forums, research, secondment, external visits and individual and peer support. This range of experience should be related to the needs of the individual, the college, industry and national policy. Greater differentiation of provision is needed in CPD to ensure that the needs of all staff are adequately met.

There should be clear specification of the role of CPD leader to ensure a reasonable degree of clarity about the responsibilities that the CPD leaders' team are now expected to fulfil. The college should consider providing a comprehensive role profile for CPD leaders, which would define the skills, knowledge, experience and characteristics required for the role, particularly leadership and management skills. CPD leaders stated that they had been chosen for the role because of the outstanding quality of their teaching, communication skills and the high scores achieved in their teaching observation. It appears that there was no explicit set of criteria used to select CPD leaders that reflected the distinctive features of CPD leadership with regard to teaching quality and the characteristics of CPD leaders.

It was noted from the interviews that the CPD leaders were found to be a complex group with a variety of personal characteristics and learning needs who were involved in delivering a wide range of provision. They were a unique group with characteristics that might be regarded as one of the major strengths of the sector. However, these could also cause problems when consideration was given to meeting the needs for the personal development of individual CPD leaders, while still satisfying college needs and criteria externally set by the government.

The role of CPD leaders has become challenging and the complexity and range of tasks which they are expected to carry out has increased significantly, therefore it is important for CPD leaders to have support in order to help them meet all the demands that are currently being placed on them, particularly in relation to the requirement of 30 hours of CPD for all teaching staff.

CPD leaders saw training as an opportunity to update their knowledge, with hands-on features being considered particularly useful and effective. Overall they were disappointed with, and unhappy about, their training and development programme because of the repetitive nature of some sessions, for example, those concerning equality and diversity, and because of the poor quality of training in others. Also the training did not cater for their own individual needs and was not relevant to their teaching. The college should consider allowing CPD leadership industrial secondment for at least one week a year to enable them to update their skills.

The response from the majority of SMT members was that the college provided general training for CPD leaders which met individual, college and industry needs, with the hope that individuals would take the opportunity to focus on their own individual development needs. The provision of CPD leaders' training was supported through the provision of learning activities, both formal and informal. Mainly these consisted of in-house training, because of the cost-effectiveness of this mode of learning; only a few CPD leaders were supported by external training.

The provision of CPD was the responsibility of a large in-house team, which provided a wide range of learning activities, both formal and informal, which were delivered by

college CPD leaders who were the main providers of CPD in the college. The SMT members should consider developing a strategic structure for CPD sessions, and should provide an awareness of the range of opportunities which could be made available to individuals. SMT members should also consider the important facet of the college CPD list, and should demonstrate that much of the individual CPD sessions could be embedded in everyday subject activities or in faculty meetings.

There should be a system to evaluate the impact of CPD leaders' training in terms of their teaching and students' learning. In addition feedback on the CPD sessions must be improved: the college should consider developing effective evaluation tools rather than requesting the opinions of staff and CPD leaders on CPD activities. The college might consider adopting an effective monitoring and evaluation system, and using an effective feedback system to reflect on the quality of CPD sessions

The college should carefully plan development activities by selecting the most appropriate methods for their delivery, which should therefore result in the desired outcome of these development sessions.

The college should also identify any problems that could hinder the learning process and should put a strategy in place to minimise the negative effect on development. Lack of time and money, and the poor quality of training were the barriers most frequently cited by CPD leaders with regard to carrying out their roles effectively. CPD leaders seemed to agree unanimously that one of the weaknesses of CPD leadership development was feedback about their own development sessions and about those they had delivered. CPD leaders also acknowledged that they were not

aware of the funding which was available for their own development or for that of other staff.

The college might like to consider named CPD leaders to take on leadership and management responsibilities. The CPD leaders should have a well-defined description of their roles. They should receive appropriate training in order to fulfil their roles effectively and engage in and attend events and meetings related to their individual subject areas.

The research found that the responsibility of staff development lay with senior staff: a key challenge for the college CPD leaders is how well they can respond to the government policies, which ask them to manage complex responsibilities, and require them to possess a wide variety of managerial and leadership skills in order to be successful in their roles. The college might consider involving CPD leaders in identifying the college's CPD needs and those of the staff working within it; they should be involved in the analysis of feedback on staff CPD and training.

The college might also consider listing criteria for CPD activities whereby the CPD activity should meet individual, college, industry and government needs. This should be based on good practice; should help to raise learners' achievements; and be related to staff teaching. The effective use of available resources, particularly up-to-date machines in workshops, and the use of information and communication technology (ICT) should be encouraged.



Professional development needs to be self-directed and planned within the relevant context for the individual and organisation, and CPD leaders should be supported to use their own preferred learning style and encouraged to make the most of available opportunities for developing their practices.

A significant feature of the findings was that CPD leaders lacked sufficient time for their training due to their overloaded teaching timetable. Time was clearly a barrier in terms of the actual time needed to carry out their roles as CPD leaders and in terms of developing resources for staff. Funding was also identified as another major barrier in terms of the cost of some external events and that of arranging teaching cover, the cost of which was a problem related to lack of funding and cuts in budgets. For effective CPD leadership development, the college should consider providing adequate funding and time for the role.

Improving staff practice should be interpreted broadly by CPD leaders and SMT members in deciding both the range of topics and methods of learning. It is important that staff should update their knowledge and skills with regard to many aspects of development and should not spend all their available time for CPD on a single narrow speciality; at the same time, the highly developed specialties of a few individuals could benefit the college.

Ongoing development should be a key feature of learning for all involved in the FE sector in order to provide a learning environment in which everyone has the

opportunity to develop individually and contributes to organisational development. This needs to be a strategically planned and led process. The collaborative nature of professional development needs to be enhanced, allowing for and supporting interactions between CPD leaders, teachers within leaders' own faculty, those from different disciplines and across different faculties, all of which would involve the whole organisation.

### **6.3 Limitations of this research**

As indicated in the research design chapter, a number of limitations relating to the study are acknowledged. However, I have endeavoured to carry out this study using the perceptions of CPD leadership and SMT members with an awareness of these limitations.

The research is exploratory in its mode of enquiry and therefore has both strengths and weaknesses in its interpretations. The following are limitations that apply to this study:

The first limitation of this study is that the data which were collected by interviewing CPD leaders and SMT members might have revealed more about their personal opinions rather than their behaviours.

This study utilised the self-reporting approach to gather its data. This approach was considered suitable for the aim of this study which was to gather perceptions on how CPD leadership developed in an FE college.

Only 17 participants were interviewed, therefore the results have been developed from a limited range of participants. Moreover, the study took place in only one college, although the sample consisted of more than two-thirds of the total CPD leaders in the college. This form of research does pose a limitation to the study as more time and resources could have allowed me to interview more participants and also to carry out the study in another FE college. Nonetheless, it is suggested that further studies could be carried out by conducting a comparison of the development of CPD leadership in several FE colleges.

#### **6.4 Summary**

This study has provided some insights into the CPD leadership development in an FE college in Cambridgeshire. It has added to the existing knowledge already created by other researchers in this field. The study also confirms that CPD leadership is a complex process, and a diagram of the positive and negative forces has been presented which should provide a means of improvement for CPD leaders in the college and in other similar FE colleges.

In the case of this study, recommendations have already been forwarded to college SMT members, and some of the recommendations have already been implemented. Feedback was presented regularly to individual CPD leaders regarding every session they attended or delivered. Another recommendation which has already been implemented is for the college to consider allowing the CPD leadership

industrial secondment for at least one week a year to enable them to update their skills.

In response to this recommendation the Engineering department will be allowing all teaching staff industrial secondment for two days during May 2015, and at the same time every year. Overall, CPD leadership training was found to be an important tool for allowing teachers to fulfil the (IfL) requirement of 30 hours of CPD per year, and also for the college to ensure effective CPD leadership.

## **6.5 Ideas for future research**

The study identified areas where further research could usefully be undertaken:

- A comparative study of the development of CPD leadership in several FE colleges with the development of CPD leaders in FE teaching higher education;
- An evaluation of the impact of CPD leaders' development on students' learning;
- How do teachers learn/train to become effective CPD leaders?
- The identification of the styles of learning which are effective for CPD leaders' development;
- CPD leadership development in FE (FE new foundries, 14 -HE );
- The politics of CPD by examining the concepts of teacher autonomy and professionalism;

- An examination of the impact of CPD on teachers' autonomy, professionalism and identity in a specialist teaching subject;
- A review of research related to the purposes, politics and effectiveness of CPD.

The boundaries of FE colleges are changing, no longer providing education and training only for 16 to 19 year old learners. Since September 2013, FE colleges have been able to enrol 14 -14 school children to study engineering and other disciplines, such as catering, hair dressing and sport. The college is also funded to teach higher education courses to Higher National Certificate (HNC) level, and also Higher National Diploma (HND) in many disciplines. Research on CPD leadership development in FE will be interesting as CPD leadership will have to develop teachers who teach and train 14 -16 year old school children, as well as those who teach 16 -19 year olds in FE. They will also be dealing with teachers who teach higher education learners, with some of the teachers only teaching one of these groups or may be teaching more than one age group.

## **6.6 Contribution to knowledge**

Ribbins and Gunter suggest that one of the purposes of humanistic research is to 'contribute to enabling and improving' (2002:378). This case study research has enabled CPD leaders and SMT leaders to reflect on and to explore their own role, and the support for the role. In addition they have reflected on the challenges and also on existing support for the role, and have further reflected on the challenges that they experience in carrying out the role. By highlighting the challenges and the

complexity, and the lack of time and lack of resources, this focused reflection may contribute.

The college is implementing a CPD leadership development strategy, but not preparing for the challenges of succession planning, and possible leadership responsibilities in the future. Lack of time and money, and the poor quality of training were the barriers most frequently cited by CPD leaders with regard to carrying out their roles effectively. CPD leaders seemed to agree unanimously that one of the weaknesses of the CPD leadership development was feedback about their own development sessions and about those they had delivered. CPD leaders also acknowledged that they were not aware of the funding which was available for their own development or for that of other staff. By identifying the weakness of CPD leadership development the management may be helped to develop awareness of these problems.

The research found that the responsibility for staff development lay with senior staff. A key challenge for the college CPD leaders is how well they can respond to government policies, which ask them to manage complex responsibilities and require them to possess a wide variety of managerial and leadership skills in order to be successful in their roles.

The college defined the term CPD broadly, since it considered that any activities teachers undertook in order to further their professional competence as part of a planned development programme could be counted towards their CPD. A valid CPD activity includes any educational or professional activity directed towards developing

the knowledge, skills and attitude of staff with the aim of improving practice. It was noted that CPD leaders were not fully aware of the college policy on CPD leadership development, neither were they aware of the support which was available for their development.

The research identified that participation was limited to in-house training in a range of CPD activities, on the grounds of cost-effectiveness. The perception of CPD activities was negative as they did not meet individuals' needs, namely to improve teaching and learning. CPD leaders approved of hands-on development and learning from others by observation or discussion.

CPD leaders had a narrow view of CPD, limited to updating teaching and learning methods and skills, while SMT members had wider views, which included meeting individual, college and national needs. CPD leaders were excluded from decision-making.

The college had a system for selecting CPD leaders, which involved different types of observations and appraisal, but there was no link between CPD and individual needs.

## **6.7 Final reflection**

I intend to comment on my research journey and my position as a researcher, and also to share my learning as a result of this research.

The research is focused on my professional journey through my job in the FE sector since 1988. This journey has encompassed teaching a variety of courses and a

variety of subjects to Level 1, Level 2, Level 3 and Level 4 in Engineering, where Level 1 is the entry level and Level 4 is Higher National Certificate (HNC) level. I have also been involved in the development of my management and leadership role, taking on numerous positions in leadership and management, such as Course Tutor for the High National Certificate in Electrical and Electronic Engineering (HNC), and as head of electronics engineering in the college, with responsibility for the professional development of staff. This role has involved a personal and professional learning journey through sometimes new and unfamiliar territory.

I have been a leader and course tutor in the Engineering Faculty for BTEC Level 3 in Electrical and Electronic Engineering, Higher National Certificate HNC in Electrical and Electronic Engineering. I have taught evening courses in Basic, Intermediate and Advanced Electronics, and the Higher National Certificate (HNC) in Electrical and Electronic Engineering. I have also been an Enterprise Champion for the Engineering Faculty. I have found my leadership roles a challenging and rewarding experience.

At the start of this research, my title was Developing CPD Leadership in the FE sector, which reflected my personal professional experience in FE. I have observed some conflict between the perceptions of CPD leaders and those of SMT members about CPD leadership development. The process of undertaking this research has provided me with a greater insight into the importance of the CPD leadership role within the college and the importance of the research in the FE sector. Furthermore, by developing my own research skills, I have been able to understand more



effectively some issues surrounding research activities regarding CPD leadership development.

Further education has been changing, with consecutive governments introducing new policies. Where the job is more demanding is where no longer FE for training 16 to 19 years old student it is for 14 to any age, the college enrolls 14 to 16 years also it enrolls above 18 years old for HNC/HND course in Higher Education, so the FE needs to cater for learners above 14 years old. So some teachers have to be flexible to be able to carry out the facilitating role effectively.

There were many benefits to carrying out the research in the college where I have been teaching for more than 25 years. I had inside knowledge of the structure and organisation of the college, and also I was aware that some participants might have agreed to their participation in the study due to my position in the college, but with trust and assurance of confidentiality I have confidence that the reliability of data collection through semi-structured interviews was not affected.

I had done very little formal research prior to this study. I had been involved in leadership development, and due to some experience in this field, I wanted to take my involvement in leadership research further, particularly in view of the introduction in 2007 of the compulsory 30 hours per year of CPD for all teaching staff. I found that the qualitative method was a very useful way of gathering data, and it allowed me to explore CPD leadership development in depth. I found also that eliciting themes from the data was very interesting and challenging, as it was important to try to capture the whole picture and not to miss vital information.

I consider myself lucky in that in CPD leadership development I had a dissertation topic for my doctoral thesis, which had been an integral part of my teaching for the last 25 years. So I was lucky that I was able to select a research area that I enjoyed. I have also been privileged that the CPD leadership and SMT members were prepared to share information about leadership development, and fortunate in the support of my colleagues through this long, challenging journey.

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## **Appendix A: Ethics statement and a letter of permission**



## **Appendix B**

### **Interview Questions (Pilot version)**

- 1) How are CPD activities organised in your workplace, i.e. who identifies the need for CPD, who organises CDP training and what choice do you have regarding attendance?
- 2) Does your group feel that the increased requirement to participate in CPD activities in FE promotes or inhibits teacher autonomy and professionalism? Provide a justification for your answer?
- 3) Does teaching in your specialist subject conform to the characteristics of a profession? Why/why not?
- 4) Identify the main external constraints on your professional autonomy as a teacher of your subject. How do these constraints operate and, honestly, how do you feel about them?

## **Appendix C**

### **Interview Questions amended version**

#### **INTERVIEW INFORMATION**

##### **Interview questions for CPD leadership development in an FE College in Cambridgeshire**

Thank you for agreeing to be interviewed as part of my research.

The aim of the interview is to develop understanding of CPD leadership development in FE sector. Your contribution will be anonymous as it is similarities, themes and differences which shall be reported on in the thesis.

The interview will last approximately 45 minutes and will generally consist of open-ended questions around the following themes:

1. What are the CPD leaders' perceptions and interpretations of the term CPD?
2. What are the individual roles and responsibilities of CPD leaders?
3. How are CPD leaders supported in their professional development? Why do CPD leaders find some types of support are more effective than others?
4. What are the challenges and barriers which individual CPD leaders face in carrying out their individual roles?

Thank you.

#### **Interview Questions**

Interview Question 1: What is your understanding of the term CPD?

Interview Question 2: What are staff views of CPD in the college?

Interview Question 3: How is CPD organised in the college?

Interview Question 4: What are the features of an effective CPD?

Interview Question 5: What is your job title, and what does it entail?

Interview Question 6: How long have you been teaching in the college?

Interview Question 7: What is the range of responsibilities involved in your role as a CPD leader?

Interview Question 8: What are the qualities and characteristics of effective CPD leaders?

Interview Question 9: How were you chosen for the role?

Interview Question 10: How have CPD leadership needs have been identified?

Interview Question 11: What training programmes and resources are available for your development?

Interview Question 12: Who are the key providers of CPD in the college?

Interview Question 13: What are the characteristics of effective training programmes for CPD leadership?

- Interview Question 14: How are your individual needs matched with the college needs?
- Interview Question 15: Do you think there is a conflict between CPD leadership needs and college needs?
- Interview Question 16: What are the main barriers you have encountered in undertaking your role as CPD leader?
- Interview Question 17: What are the main barriers for CPD in carrying out their role effectively?
- Interview Question 18: What are the main criteria used to allocate funding and support for your development?
- Interview Question 19: What do you think is the staff attitude toward their own training and development?
- Interview Question 20: How do you receive feedback on development sessions?



## Appendix D: Extract from coded transcript

Interviewer: Sam Omar	
Respondent ? (R)	
S Today is the 4 <sup>th</sup> of December and the time is 12:45. I am very interested in the CPD leadership development in the college for my research project, could I start by asking you to tell me;	
What do you understand by the term CPD	
R Right, CPD in the further educational context is in two parts definitely. One part is subject knowledge. It's gaining up-to-date subject knowledge, understanding of different things and techniques. Also being aware of future developments within my subject area and also there's the other side which is teaching skills, being up-to-date with sort of, like, different styles of teaching, keeping up-to-date with methods that young people learn or even older people learn. Also different types of teaching resources which can help support learning and also changes in the educational system starting right at the top from government side of things working all the way down to us, how things sort of change, changing now, what the future of education is, especially sort of, like, with further education with the changing of the age of participation for young people's going to be raised to 18. By year 2015 all those in will have to stay in training or education of some form up to the age of 18, which comes to force in 2015. In 2013 all those up to the age of 17 will have to stay in training or further education which means that my role as a teacher, okay, my understanding teaching is going to have to change because it means we're going to have more young people and perhaps more young people with challenges, so obviously it's an understanding of how to work with these people in different ways as well.	<p><i>Up-date to subject knowledge</i>  <i>Understand techniques</i>  <i>Aware of future development</i></p> <p><i>up to date with teaching skills</i></p> <p><i>Prepare teachers to meet the new challenges and changes in the FE sector.</i></p>
S What are the features of a good CPD programme?	
R A good CPD programme would have, for example, where you sit down probably directly with your line manager and your line manager say that the subject side of things you need to do and deliver, perhaps a new subject area, okay, which you specialise in to a degree, we're going to put in place certain training for you to be able to do it. Basically having sort of, like, having a training plan that suits your needs and also the establishment's needs as well because obviously the College have their needs to make sure that staff are, say, for example, got their Certificate in Education PGCE, make sure they're a good level of IT, literacy and numeracy and also QTLS Qualified Teacher Learning Skills.	<p><i>Communication with management</i></p> <p><i>Training plan to meet individual needs and the college needs. It is a balance between personal learning needs and college priorities</i></p>
S So am I right in saying a good feature of CPD is to meet the individual needs and the communication with	

your line manager?	
R Yes, yes.	
S Okay, how is CPD organised in this College?	
R Mainly for sort of, like, the teaching side of things, the College has a set agenda which is fixed perhaps to sort of, like, the National Strategies, things which they have to meet, maybe things to do with, like, Ofsted inspection so obviously got to make sure that we're aware of things, such as the rudimentary sort of thing such as equality and diversity, equal opportunities, different learning styles and things like that. So the College have a set agenda for that which we have to do at certain times throughout the year and then there's sort of, like, when you get your graded observation if, say, for example, your grade isn't very good I think it's probably a 3 or a 4 you get graded then you have to be offered, you get offered, like, a support from someone else in the College or another member of staff who's got, like, a grade 1 or 2 to actually support that person to build up the skills to manage a classroom and prepare for classroom. As for subject knowledge, there isn't really a clear structure for anything but what I have noticed sort of, like, recently is if I make the line manager aware of certain training which is going on, then that come into place to a degree, but also looking perhaps, like, the 14-19 Diploma with [REDACTED] we've got training there which has been provided for all those practitioners of the 14-19 Diploma she's put the training in which we had, like, last night. I think she understands how the Diploma works and how to prepare for delivery so I think generally the CPD is good and I think it has in my opinion since I've been it has improved in the period of time that I've been here which is about just over 3 years.	<p><i>College agenda tied to National strategies and Ofsted inspection</i></p> <p><i>College set agenda</i></p> <p><i>Staff graded observation - performance management?</i></p> <p><i>Training for new courses</i></p> <p><i>Quality of CPD</i></p>

## Appendix E

### Analysis of interviews by themes

Q1 CPD leaders' perception and interpretation of the term CPD			
	<i>CPD policy in the college</i>	<i>Informants' views about CPD</i>	<i>Features of effective CPD</i>
L1	No idea the college has set agenda, to comply with Ofsted inspection.	Does not suit staff needs, a lot of repeated sessions such as equality and diversity.	Suits individual needs and provides technical updates.
L2	Not at all, SMT responsible for the policy.	Learners have mixed views, young ones are very keen.	Identify staff needs and provide the development
L3	You need to speak to HR about it.	I think it is quite varied, sometimes no interaction because of repeated sessions.	CPD which is tailored to the needs of all individuals.
L4	Institutional type of CPD organised by HR.	Not positive, some of CPD is not relevant and poor delivery. Lots of setting and listening.	Must have the element of interactions.
L5	I think, I guess the policy is that one we have to comply with the Institute for Learning (IfL).	It is a waste of time, as it is not relevant to college work.	CPD got to be relevant and delivered in an interesting way.
L6	As far as I'm aware the policy is in line with IfL.	I would say that everybody is in favour of CPD.	Develop subject specialism also develop teaching and learning
L7	Not at all I'm afraid know there must be training budget.	Mixed for some they are proactive, for others they think a waste of time.	Depends on individuals' learning styles, mixture of learning styles will benefit all.
L8	I am not sure. The policy is that we have to comply with IfL, monitored by HR for attendance.	Mixed, depending on the organisation and content. Encouragement. Not always relevant to their work.	CPD must be relevant and enjoyable.
L9	I could not quote the college policy; I think it is requirement to do 30 hours.	CPD from HR is not worth doing.	They don't feel that they've come and wasted their time.
L10	I don't actually know.	Very often there is obligatory CPD that you go to. It is never going to be incorporated to your practice.	When it makes people look at their own practice.

Q1 SMT leaders' perception and interpretation of the term CPD			
	<i>CPD policy in the college</i>	<i>Informants' views about CPD</i>	<i>Features of effective CPD</i>
S1	CPD within the college is rigorous; we have regular managers meeting for CPD. inspection.	The views of staff are quite positive on the whole of the college CPD.	CPD must be relevant, and to update their knowledge.
S2	As a manager I track everybody's CPD on a CPD form. So CPD is more	Mixed some welcome CPD they are interested in developing further, others reluctant, I	To meet both college and staff needs

	important than what it used to be.	suspect the older you get, the less that you tend to do.	
S3	It is a mixed bag, the teaching part is covered through teacher training and CPD provided by different agencies.	A lot of people have been in the college for long time moved on and embraced CPD, but small number stayed behind.	To meet the college, industry and personal needs.
S4	There's lots of sub policies that come into play, there is a budget held with HR department.	Generally viewed positively, and they feel that it's time well spent.	It got to be relevant, that is the most important thing.
S5	There is commitment to all staff to support the minimum hours or pro rata CPD per annum.	Mixed, depending on the individual some like it, others don't. Young ones engage themselves in CPD more than the people being for a long time.	Relevant with clear objectives and aims.
S6	Includes very practical things so it includes how to use academic training days, compulsory days and so on.	Very positively because staff are very committed.	Very small group and very practically focused.
S7	The college is interested in succession planning but also in job satisfaction.	Varies depending who is delivering the CPD. Staff often do get frustrated with the quality of delivery.	Must have aims and objectives and to be achieved at the end of the session.

<b>RQ2 How do different CPD leaders make sense of their CPD leadership role?</b>				
	<i>CPD leaders role</i>	<i>Selection for the role</i>	<i>Characteristics of CPD leaders</i>	<i>Kind of CPD organised and facilitate for others</i>
L1	I am a lecturer and a programme leader in Motor Vehicle Engineering. My role as a CPD leader and I'm keen to update my knowledge.	Interview by my line manager, I have some training.	Enthusiasm, a passion for what you are doing, keen to teach others, a thirst to learn, satisfaction of what you are doing.	I do a lot for the Institute of Motor Industry and training on remote responses such as quiz time.
L2	ICTL Champion to encourage and to empower staff to take on e-learning.	Applied for the post, formal interview process.	Strong IT skills, personal skills, approachable, patient with teaching skills.	Short evening training sessions, VLE training.
L3	CQL for Business and IT, and I also work for Teacher Training, I also induct new staff.	On the basis of observation grade.	Effective listener, effective, be able to demonstrate effective teaching and learning.	Session on formative assessment
L4	CQL and induct new staff.	Through interview with grade 1 or 2 teaching grades over 5 years.	Good listening skills, diplomatic as it is a link between management and teachers.	Managers, teacher training, CQL.
L5	ILCT Champion,	My name was suggested because I have lost my position as a section leader.	IT skills, having good interpersonal and communications skills.	There is awful lot of informal staff, talk to staff about ITQ, level 2 IT.
L6	ICQL and teacher	I have been here	Must be an experience	I have not organised

	training	for a long time and I am experienced teacher.	teacher, with high grade for teaching.	any myself, worked collaboratively with other managers.
L7	A1 & A2 assessor Trainer	Normal external application the job was advertised, interview by SMT.	You've just got to want to help people develop themselves to do the role,	Everyone, who is doing A1 , CQLs.
L8	Tutor Manager, to oversee both the group tutorial input for the college and one-to-one.	By SMT	Very good communication skills, approachable, open door policy, proactive, very organised, a quick thinker.	Teacher training, managers, on safeguarding and child protection.
L9	CQL, Skills for Life Teacher Training Courses of CPD to staff.	By line manager	You've got to be interesting, reactive, proactive, good sense of humour, confidence.	In house CPD for staff.
L10	Assessor	Line manager and HR	Charismatic speaker must be active.	Teaching staff and management.
	SMT roles	Selection for the role	Characteristics of CPD leaders	Kind of CPD organised and facilitated for others
S1	Teaching and Learning Developing Manager to support new staff as they come to the job.	By SMT	Empathy for the audience, deliver in clear and concise manner, make CPD interesting. With a passion for teaching and grade 1 in observation	I have done a behaviour management CPD.
S2	Head of Engineering	By managers of CPD	Good knowledge of the academy, good knowledge of teaching and learning, excellent communicators and need to be able to interpret the individual needs.	Looking at functional skills, staff developments for mentors, CQL, subject learning coaches.
S3	Quality Manager	By SMT	Good communicators know industry, qualified teachers status, high grade teacher.	Induction programme looking at different types of qualifications the college offers.
S4	ILCT Development Manager, Information and Learning Technologies Development Manager.	By line managers	Interpersonal and leadership skills, strong knowledge in teaching and experience, knowledge of the subject. And grade 2 or 1 in observation	Training sessions for IT Champions, CQL
S5	Head of Business and ICT	SMT	Good teachers, ability to support, guide, encourage people, not to tell them what to do. The must be keen, well a track record of good teaching.	Variety of internal and external, teacher development team, ILCT champions, CQL.
S6	Vice Principal	Line managers	Grade 1 teacher, must have credibility.	Financial management training course. Budgetary management,

				purchasing and funding.
S7	Associate Principal	Commitment to all members 30 hours of support per year	Personal quality, work well with others, help people, good inter-personal skills, supportive, and qualified.	Internal sessions on tutorials to improve course tutors' skills and knowledge.

### Q 3 Training and developing CPD leadership

	<i>Identification of CPD leaders needs?</i>	<i>Training programmes and support for CPD leaders?</i>	<i>Providers for CPD, leadership development</i>
L1	Identified by the line manager during appraisal	I was not supported at all	SMT and Head of Teacher Training and CQL's.
L2	Discussion with ILCT line manager, looking for what of our needs to be developed.	e-bites, University of London Computer centre.	ILCT champions, CQL, line managers new staff do take on board a lot more, you and the college should benefit.
L3	On the basis of their grades, and their teaching performance and their appraisal.	External training in London on teacher training qualifications which are largely repetitive.	The key providers are the CQLs and the Teacher Training Department.
L4	By developmental lesson observation and line manager appraisal to identify the needs for training.	Training sessions on quality and diversity.	The college is one provider, LSIS, ACER.
L5	Line manager will identify where I need training either he will provide or he will ensure I have training to do my job effectively.	Training for the ILCT by my line manager , training for Curriculum Quality Leader done by Teacher Training department	In house by done by internal providers, my line manager liaises with University College of London Computer Centre and then him update us.
L6	I would say the only system is the appraisal system through line manager.	Training for supporting CQL.	Most CPD in the College would be a college manager disseminating information over 45 minutes. External for behaviour management
L7	Quarterly meetings with the line managers.	I don't know if there are any training programmes per se, me are sure there are probably not written down.	Probably most of the college staff.
L8	It is up to me to keep in touch with FETN network to find what is going on. I did not have appraisal for a long time, and I did not have the opportunity to meet my line manager.	Managers' meetings become training sessions Mixed some proactive, others just to log the hours	HR
L9	I identify my own needs.	Training by HR and training by individuals.	In a house CPD by SMT, CQLs External e guide training with

			NIACE
L10	By evaluation sheet and feedback.	Training by the line manager.	Dyslexia Action, British Dyslexia Association, PATOS is the association of the special teachers.
S1	Through developmental observation, peer observation and graded observation.	Training courses for the leaders, such as mentoring support training, quality and diversity.	Management and LSIS which is Learning Skills Improvement Services.
S2	Peer development in September, developmental observation, and graded observation. And appraisal.	Training in functional skills, training on the new BTEC programme. Training on what is new.	SMT, mentors, CQL, subject learning coaches.
S3	CQLs are the main providers for CPD, they meet as a group and are managed by teacher training manager.	I think it is very much depending on the individuals. Training will be providing depending on the individual needs.	CQLs
S4	Through appraisal and regular meeting with my line manager.	Very little training inside about college policy and procedures, the majority specialist training happens outside.	Tends to be external bodies such as GISC and the RSC ant teacher TV.
S5	Internal expertise not determined by hierarchy determined by skill and knowledge.	The role of the teacher in the College.	Variety of internal and external, teacher development team, ILCT champions, CQL.
S6	Through the appraisal and teaching observation.	ILCT champion's regular meeting to share information, also internal and external training.	Teacher training, CQL, Academy managers.
S7	Clear aims and objectives, relevant and informative.	Regular cross college meeting to share good practice. Training in management behaviour.	External and internal expertise, people with skills and knowledge.

RQ4 Barriers and challenges facing CPD leaders to carry out their roles?					
	<i>Time</i>	<i>Funding</i>	<i>Quality of sessions</i>	<i>Staff attitude</i>	<i>Feedback/others</i>
L1	Time allocated to do it; we don't have, not got the time to do it.	Main criteria is funding, they have cut back on funding.	Do not suit their needs, it is just a repetition.	Some are not keen, others are very keen	By evaluation form, peer observation, and learners.
L2	The main barrier that I always face is time.	This year been a tighter budget compared to past years.	Some time it could be more challenging	It is very well supported and it is well encouraged	We evaluate it ourselves, filling CPD records, feedback from line manager.
L3	Time, a lot of staff to support and a lot of teaching to do, time cut	I don't know what the budget is like; I just know they are tight.	I think some are very good and some are quite poor.	Useful, sharing good practices that we have observed.	Feedback from learners.

	from 10 hours to 5.				
L4	It is time issue, to develop resources, and delivery of CPD sessions.	The academy couldn't pay overtime, remission hours cut back.	Not positive, sessions are not appropriate	Your role split for CPD and teaching.	The HR form went off into cyberspace no more to be seen.
L5	Time, if I were to have more time it would obviously be easy to do your role.	With the current financial state of the college. I think it is a very limited budget.	Depends on the CPD session, vary from one to another.	It is an enjoyable challenge.	No formal process of evaluating what I have been learning.
L6	Very busy teaching timetable, lack of time to do research.	They clearly have very limited CPD budget, for my area is very small.	It was excellent, I was chosen to do it because I am a CQL.	Some CPD was excellent.	All CPD sessions are evaluated by HR, I never had feedback.
L7	Every teaching member of staff has a full diary; there is not a lot of leeway.	I can't imagine a huge amount of money put aside for staff development.	Have to complete so many hours for CPD.	It is challenging because it is about developing people.	Evaluated by candidates and HR.
L8	Time is a real issue, time to talk through ideas; I work better if I can bounce ideas.	The move was made last September that any funding would come of our pocket.	So that was really excellent, it was well organised.	The structure of the college hinders my progress to some extent.	I pass them to HR; I don't actually know what happens to them then.
L9	There isn't a lot of staff time to release them to do it.	I look around for project money, it is not huge amount.	I think it does depend very much on the type of session.	I get a fairly free hand on most things actually which is quite lucky.	Get email from participants .
L10	It is too little time; it is difficult to deliver in the time allocated.	Funding depends on what budgets like at the time.	People came up afterward and said it was extremely interesting.	People were very tired listening to eight different presentations in a day.	I haven't had any feedback from HR to say whether it was successful or not.
	<i>Time</i>	<i>Funding</i>	<i>Quality of sessions</i>	<i>Attitude</i>	<i>Feedback</i>
S1	Time to develop and	Staff development	To share good	Happy about the support	Peer checking and observation.



	keep up to date with current trends.	budget is not infinite.	practice with other academies.	to do their role.	
S2	We might have to a bit more time; in the main I think it is sufficient time for their development.	It is up to the academy to finance CPD from their budget, it is costly to the academy	The sessions are usually fairly effective due the nature of their job.	They are excellent teachers, they are needed in the classroom.	The questionnaires Go to HR, I have no idea what they do with it.
S3	CQLs done a bit of development in their own time.	The key barrier is funding, to allow CPD leaders develop their skills.	CPD enhances the skills of the individuals to provide a better quality of teaching.	We have a culture of CPD but is not universal across the college.	I don't know what HR do with their questionnaires, I give feedback within 24 hours.
S4	Very little allocated time for CPD.	I don't have a dedicated budget, some time I get it and sometimes I don't.	A lot of useful information.	People are reluctant to change.	HR do the evaluation, I don't get any feedback.
S5	I suppose time, the remission hours were cut this year.	We never have enough funds, but there is commitment to development.	Set the training and CPD support to facilitate progression	There is some people want to stay as classroom teachers.	HR collate the questions and send feedback.
S6	We do have to prioritise CPD as an activity, and give them the time to do it.	Most of the funding and most of the training into the VLE.	I would say CPD in the college is very good.	They are reporting they are more confident now.	The feedback from the CPD is usually very positive.
S7	Time not always a barrier, they've been given a significant amount of remission over the past years.	It is more cost effective to bring an individual in to deliver to more people.	Probably varies depending on who's delivering it.	Depends on individuals, some are not aware of their strength and weaknesses.	HR gives feedback directly to the people who have run the sessions about how it's received, also feedback to SMT as well.

## Appendix F

List of IfL CPD activities:

- Peer coaching (coaching others and being coached in your subject or vocational area);
- Subject learning coach training;
- Accredited courses or programmes related to teacher development;
- Mentoring new colleagues;
- Peer review;
- Peer observation;
- Work shadowing;
- Team-teaching;
- Team/department self-assessment;
- Carrying out and disseminating action research;
- Evaluation of feedback (learners and peers);
- Significant input at team meetings;
- Engagement in structured professional dialogue/learning conversations;
- Preparation for, and evaluation of, appraisal;
- Membership of committees, boards, steering groups related to teaching and/or your subject area;
- Partnership activities (schools, employers, other providers);
- Visits to community organisations;
- Curriculum design/ development/validation;
- E-learning activities;
- Accredited CPD courses or programmes;
- Reading journal articles;
- Reviewing books or articles;
- Updating knowledge through the internet/TV (including teachers' TV)/other media and reviewing these with a group of professional colleagues.

### IfL Updating subject specialism

- Gaining qualifications in Skills for Life (literacy, numeracy, ESOL) (<http://excellence.qia.org.uk/page.aspx?o=home>), either as a specialist Skills for Life, or as a non-Skills for Life specialist to train in supporting and embedding Skills for Life;
- Accredited courses or programmes related to subject/vocational updating;
- Industrial updating through visits, placements and reading;
- Secondments;
- Membership of a special interest group;
- Examiner/verifier/assessor responsibilities, and feedback from these for your courses;
- Briefings by awarding bodies and impact on practice;
- Membership of professional bodies, guilds and/or societies in order to maintain or develop specialist vocational skills;
- Giving a presentation at a conference in your subject area;

- Supervising research;
- Subject learning coaching training;
- Subject-specific project work or project development;
- Attendance at subject-specific conferences;
- Writing reports/papers;
- Joint work with other organisations;
- Links with employers and the impact on learners;
- Planning or running a staff development activity or event;
- Organising trips/ residential /work placements;
- Reading journal articles;
- Reviewing books or articles;
- Updating knowledge through the internet/TV/CD/other media;
- Public service/voluntary work.

## **Appendix G**

### **College documents**

#### **XXXX DEFINITION OF CONTINUING PROFESSIONAL DEVELOPMENT**

##### **College's Commitment**

The College is committed to providing opportunities for all directly employed staff within the College to undertake continuous professional development. We recognise that it is important for staff to have the opportunity to keep up to date, to have access to knowledge and skills which will enable them to do their job and to gain satisfaction from developing themselves.

In line with the new statutory requirements for teaching staff, the College is committed to providing staff with the opportunity to undertake a minimum of 30 hours continuous professional development (pro rata for part-time staff with a minimum of 6 hours). For teaching staff this should be linked to their role as a teacher at [REDACTED]. Although it is not a requirement, the College will extend this beyond the statutory requirements and make this available to all staff.

##### **XXXX Definition of Continuing Professional Development**

Continuing Professional Development is any activity undertaken for the purposes of updating knowledge or developing skills to perform the job.

##### **What is Continuing Professional Development?**

These examples should relate directly to the role the member of staff undertakes for [REDACTED]

1. Training provided by a colleague cascading knowledge gained at an external training event;
2. Team training events;
3. Training provided by an external trainer, training company or trade union training provider delivering to a group of staff;
4. Training provided by the College on designated days by in-house or external trainers to include statutory training (e.g. child protection, health & safety), briefings on College matters, skill workshops and sharing good practice events;
5. Training provided by the College to meet the College's definition of fully qualified e.g. teacher training, ILCT training, communication, numeracy, delivering skills for life, etc;
6. On-line learning through the Learning Shop or other routes;
7. Working with a coach;
8. Working with a mentor;
9. Working alongside a colleague to learn from them;
10. Work shadowing;
11. Professional discussion on relevant topics;

12. Learning through doing parts of the job for the first time or trying something new;
13. Researching a topic to enable you to undertake your role;
14. Curriculum development;
15. Undertaking a long course at [REDACTED] or other institution;
16. Subject or professional updating at a conference or short course;
17. Undertaking an industry placement;
18. Undertaking a temporary secondment to another part of the organisation or externally;
19. Peer coaching (coaching others and being coached in your subject or vocational area);
20. Subject learning coach training;
21. Mentoring new colleagues;
22. Peer review;
23. Peer observation;
24. Team/department self-assessment;
25. Carrying out and disseminating action research;
26. Evaluation of feedback (learners and peers);
27. Significant input at team meetings;
28. Engagement in structured professional dialogue/learning conversations;
29. Preparation for and evaluation of appraisal;
30. Membership of committees, boards, steering groups related to teaching and/or your subject area;
31. Partnership activities (schools, employers, other providers);
32. Visits to community organisations;
33. Curriculum design/development/validation;
34. E-learning activities;
35. Accredited CPD courses or programmes;
36. Reading journal articles;
37. Reviewing books or articles;
38. Updating knowledge through the internet/TV (including teachers' TV)/other media and reviewing these with a group of professional colleagues;
39. Accredited courses or programmes related to subject/vocational updating;
40. Membership of a special interest group;
41. Examiner/verifier/assessor responsibilities, and feedback from these for your courses;
42. Briefings by awarding bodies and impact on practice;
43. Membership of professional bodies, guilds and/or societies in order to maintain or develop specialist vocational skills;
44. Giving a presentation at a conference in your subject area;
45. Supervising research;
46. Subject learning coaching training;
47. Subject-specific project work or project development;
48. Attendance at subject-specific conferences;
49. Writing reports/papers;
50. Joint work with other organisations;
51. Links with employers and the impact on learners;
52. Planning or running a staff development activity or event;
53. Organising trips/residential/work placements;
54. Reading journal articles;

- 55. Updating knowledge through the internet/TV/CD/other media;
- 56. Public service/voluntary work.

## **Responsibilities**

It is anticipated that staff would want to own and direct their own continuous professional development.

Staff shall update their CPD log to record what they have done, what they have learned and put into practice (i.e. an evaluation of the impact of their learning). The CPD log shall be objective and evaluative and show a self reflective process that demonstrates the impact of the CPD and how it is to be embedded to improve practice, and disseminated to colleagues. (An example template is attached, a copy of which can be found on the Human Resources section of the I Drive). *Please note that if you already complete a CPD log for a professional body or through the IfL which is in a different format, you do not need to use the example template provided.*

For teaching staff who are required to complete a CPD log to meet IfL requirements, the college will support staff by providing opportunities in designated staff development days for teaching staff to update their CPD log on line with the Institute for Learning (IfL), and this record can be printed out and will also act as their CPD log. In this way, teaching staff will ensure that they meet IfL requirements for professional updating and maintain their licence to teach.

The line manager's role is to actively support staff in undertaking appropriate continuous professional development and to ensure that their continuous professional development is in line with their best interests and will enable them to effectively undertake their role for the College. The annual appraisal process is to be utilised to plan forward and agree for the coming year what type of continuous professional development they will undertake.

## **Time to undertake continuing professional development**

Staff shall utilise effectively the time made available by the College to undertake continuous professional development such as designated staff development days, team activities, remission for new teachers undertaking teaching qualifications and the 5 contractual professional development days (previously known as personal development days) which are contained within lecturer contracts. This does not limit any member of staff, who wishes to, from undertaking further activities in their own time.

These contractual 5 Professional Development days are available for staff with lecturer contracts and should be used to undertake activities in support and development of their role as a teacher. The activities chosen shall fall within the description outlined above and should take account of the priorities already agreed in the individual training plan. It will also be agreed in writing in advance (using the application form attached) and evaluated between the member of staff and line manager after activities have taken place or at appraisal.